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ABSTRACT

This annual report provides a narrative description of the activities and accomplishments of South Carolina's technical college system during 1989-90. Following introductory comments, a list of the members of the State Board for Technical and Comprehensive Education, and a chart showing the Board's executive staff organizational structure, the report traces the history of technical education in South Carolina, focusing on legislation, funding, and the technical system's development. A list of Board publications is followed by a brief description of Board responsibilities for administration, instructional programs, and industrial services. The next sections offer a summary of pertinent facts about technical education; describe innovative training and technology programs; and review the activities of the Economic Development Division, including a list of Special Schools conducted by the division; information on the number of trainees completing programs each year from 1961-62 to 1989-90; 1988-89 and 1989-90 statistics on plants served, number trained, percent dropped, percent of trainees by race and sex, average age, and average education. Next, profiles are provided of the 16 South Carolina Technical Colleges, focusing on such areas as significant events, new programs and services, policy changes, student honors, equipment purchases, and various institutional accomplishments. A series of appendixes provide data on degrees and certificates awarded, enrollments, finances, degrees and programs offered, the text of the Employment Revitalization Act, and placement data. (JMC)

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SOUTH CAROLINA
STATE BOARD FOR TECHNICAL
AND COMPREHENSIVE EDUCATION

ANNUAL REPORT
1989-1990

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Introduction

August 1990

To His Excellency, Governor Carroll A. Campbell, Jr., Chairman of the State Budget and Control Board, and Members of the South Carolina General Assembly.

During this past fiscal year, technical education has offered training for South Carolinians seeking career education, profitable job opportunities, and more marketable job skills.

Through South Carolina's internationally recognized technical college system, 184,747 South Carolinians increased their job skills through degree programs, continuing education, community service, restricted state and federal programs, and Special Schools training.

Through our operating budget of $148,398,957.00, Tech supported career and continuing education at the sixteen technical colleges, Special Schools for new and expanding industry, continued cooperation with the State Development Board to recruit industry, and initiated or expanded job training programs.

Tech continues on its mission to train citizens for careers and known job opportunities. Tech will continue to offer career education and job training, expand our programs to meet the growing demands of industry, entrepreneurial development, and business in South Carolina.

Sincerely,

P. Henderson Barnette

P. Henderson Barnette
Chairman

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1989-90
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

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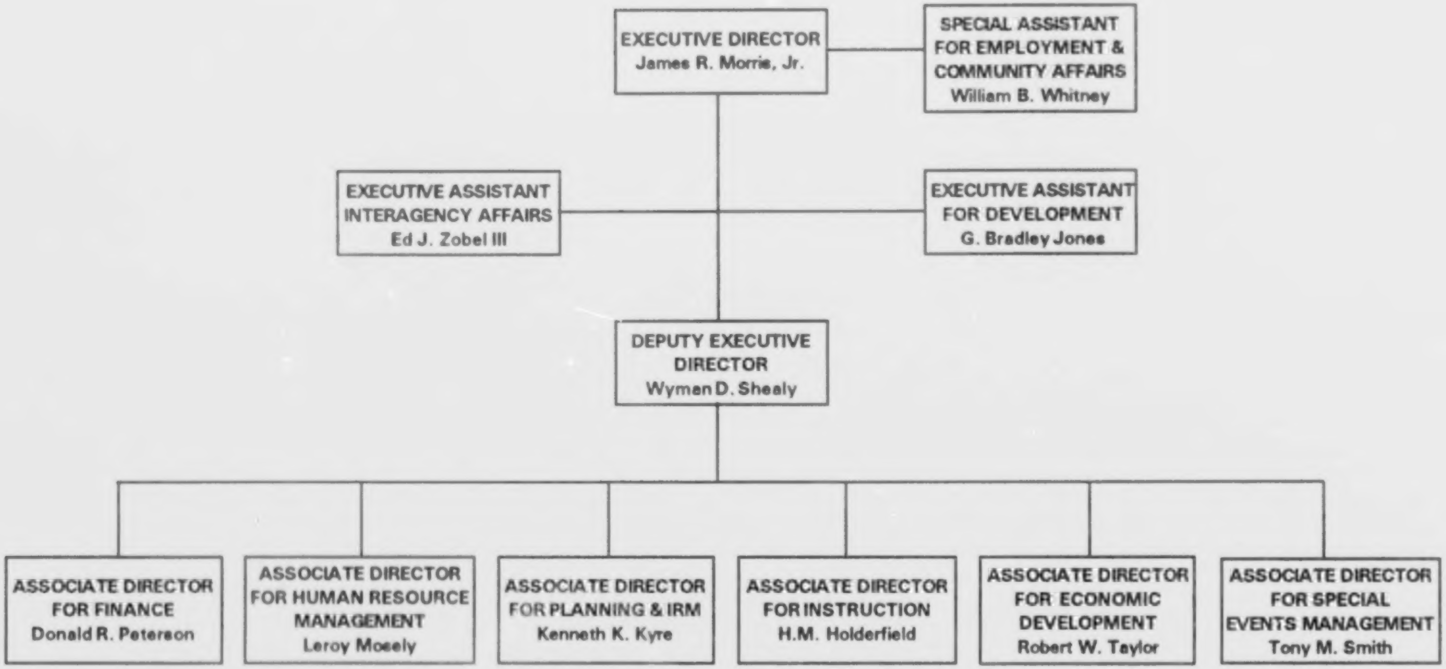
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION EXECUTIVE STAFF ORGANIZATIONAL STRUCTURE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HISTORY OF TECHNICAL EDUCATION IN SOUTH CAROLINA

An agrarian economy, out-migration of young people and lack of industry challenged South Carolina leaders in the early 1960's.

Gov. Ernest F. Hollings believed South Carolina's chance of solving these problems was in its most valuable resource-the people. Hollings named a Joint Legislative Study Committee of three senators and three representatives. The Senators were John C. West (chairman), Marshall Parker and William C. Goldberg. Representatives were Robert F. McNair (vice-chairman), Floyd Spence and Rex L. Carter. The study and subsequent recommendations made by this committee, which later became known as the West Committee, resulted in one of the most significant pieces of legislation in South Carolina's history.

The West Committee's specific recommendations regarding technical training (outside the existing high school program) fell into two main categories:

1. A crash program to provide immediate training for established industries and for particular industries; and
2. A technical training program to train high school graduates for initial employment as technicians in industry and to offer trade extension courses for people desiring employment in industry and to those already employed who wanted to improve their skills.

To implement the program it envisioned, the committee recommended that the Governor, with the advice and consent of the Senate, appoint seven persons to serve as "The Advisory Committee for Technical Training." This Advisory Committee would be authorized to recommend the employment of personnel, adequate salaries and reasonable standards for facilities to qualify under the program.

The 1961 General Assembly, guided by the West Committee's recommendations, enacted legislation which authorized the establishment of the South Carolina Advisory Committee for Technical Training. This act provided for eight, rather than seven members, six of the members were appointed by the Governor, each of whom represented one of the state's congressional districts; the State Superintendent of Education and the Director of the State Development Board were ex-officio members. The Act provided for the appropriation of an initial budget of $250,000 rather than the $1,000,000 recommended.

The original South Carolina Advisory Committee for Technical Training included: Chairman O. Stanley Smith, Jr. of Columbia (district 2); Alvin F. Heinsohn of Charleston (district 1); J. Bonner Manly of Abbeville (district 3); Sapp Funderburk of Greenville (district 4); Clarence Rowland, Sr. of Camden (district 5); J. Boone Aiken of Florence (district 6); Jesse T. Anderson, State Superintendent of Education and Walter W. Harper, State Development Board Director.

One of the Advisory Committee's first actions was to appoint A. Wade Martin as coordinator of technical and industrial training. Martin, former administrator of industrial and technical education for the North Carolina Department of Public Instruction, moved immediately to implement the crash program recommended by the West Committee and mandated by the authorizing legislation. Working in consultation with the State Development Board, Martin and the Advisory Committee planned a program with a high degree of responsiveness to the needs ofindustry, inherent flexibility and ability to act on short notice, and supported by a centralized equipment depot.

John E. "Jack" Riley, was hired by Martin to head up the Special Schools Program. The first office was in the Development Board offices and then moved to 1321 Pendleton Street in

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Columbia. In addition to Jack Riley, Paul Weatherly and Norma Buff were early members of the TEC staff.

Once the Special Schools Program was underway, Martin and the Advisory Committee turned their attention to the establishment of the companion program of permanent technical education institutions. Convinced that post-high school technical training could best be served by a system of permanent regional centers, they first delineated the guidelines to be followed in establishing such a system:

(1) Training programs would be based on documented job needs;
(2) The area served would have a minimum annual high school graduation of 3,000 within a 30 mile radius of the center;
(3) The System would consist of a minimum of 13 centers to assure that 95 percent of the population would be within 25 miles of a center;
(4) Sponsoring counties would provide land, suitable facilities, a share of operating costs and local supervision for the centers; and
(5) The state would provide funds for staff and equipment, as well as statewide coordination and required technical support.

The main goal of Martin and the Advisory Committee in planning the system was simple and pragmatic: to make a suitable training program available to any adult South Carolinian who wanted to obtain a salable skill. The programs offered by the Technical Education Centers would necessarily have to be designed to meet a variety of educational needs. By insisting on excellence and a sensible approach in meeting the most urgent needs of the present, the designers of the South Carolina Technical Education System were also laying the groundwork for the solution of future problems.

In the meantime, the Special Schools Program was off and running as planned; working in coordination with the State Development Board, training programs were prepared to respond quickly and pragmatically to the training needs of industry. When an industry indicated that it would locate in South Carolina or expand its existing operation, Special Schools staff would determine training needs, develop instructional materials, set up training sites, hire instructors, recruit trainees from the local population and train them. When the plant opened its doors, trained emplloyees were ready to begin work. The success of this kind of intensive, short-term training capability led to the phrase ''Start up in the Black'' to describe the advantage TEC could give to industry willing to locate within the state.

The initial Special Schools training programs proved the validity of the West Committee's belief that good technical training programs would attract diversified industries to South Carolina. Those early industries included Firestone Steel (Spartanburg), Elgin National Watch, (Elgin), Utica Drop Force and Smith-Corona Marchant (both in Orangeburg) and Lockheed Aircraft (Charleston). In the ensuing years, Special Schools Programs have been conducted in all 46 counties for different companies, and have provided South Carolinians with the skills necessary for better jobs. Of these, 30,128 people or 51 percent, were trained for jobs in industries other than textile-related from 1960-1977. Such newcomers to the rapidly developing South Carolina economy included chemicals and plastics, electrical products and metal-working, among others.

But the Special Schools Program, while an integral part of the TEC plan to make South Carolina competitive with other states in attracting more and different kinds of industries, was never intended to provide training for the large numbers of technicians required as replacements or additional employees as industry continued to expand, or for the employees required in the rapidly growing service fields. This was the responsibility of the System of Technical Education Centers, which, as Special Schools was doing, was demonstrating the validity of its planners' concept and the need for its rapid implementation.

The first to apply for a center was Greenville County, whose citizens enthusiastically endorsed the building of a center and whose application for one was received and approved by the Committee on September 20, 1961. Within a year Greenville Tech was built and opened its doors to the first students.

By the spring of 1961, applications had been approved for centers in Spartanburg, Richland, and Sumter counties, and for the tri-county area of Anderson, Oconee, and Pickens. In the fall of 1963, all four of these centers were training students in newly-opened facilities.

In the period from 1964 to 1966, five other centers opened: Florence-Darlington (1964); Berkeley-Charleston-Dorchester (1964); York (1964); Horry-Marion-Georgetown (1966); and Piedmont (located in Greenwood, 1966).

By 1973, the construction of new centers was virtually complete. Orangeburg-Calhoun Tech and Chesterfield-Marlboro Tech had opened in 1968, and in 1971, the Williamsburg Regional Manpower Training Center opened in Kingstree. Aiken Tech, opening its permanent facilities in 1973, rounded out the construction phase of Technical Education Centers. However, in 1969, the General Assembly transferred the administration of the state's three Area Trade Schools to the TEC System. These schools located at Beaufort, Denmark, and West Columbia, later became TEC centers, which brought the total number of centers to 17 by 1973.

During this period of center construction, TEC had been active in other areas of technical training.

In 1969, at the request of the Firemen's Association, Gov. Robert E. McNair placed the responsibility for the creation of a state-wide fire-fighter's training program and its administration with the Advisory Committee for Technical Education. Training programs were conducted in TEC centers, industrial plants and fire department facilities. It soon became evident, however, that a permanent, centralized training facility was needed. In November, 1971, ten acres of land adjacent to the Midlands Tech Airport Campus were made available for the development of a training facility (now the S.C. Fire Academy).

In 1963, the Committee accepted a federal grant of $5.6 million made available through the Manpower Development Training Act (MDTA). Used to establish a new manpower training program called STEP (Special Training for Economic Progress), this grant represented the first large-scale effort in South Carolina to provide occupational and literacy skills to the unemployed and underemployed. Through this and subsequent MDTA programs, more than 35,000 disadvantaged South Carolinians have been provided these basic skills.

The U.S. Department of Labor awarded a grant of $2 million to TEC in 1968 to initiate the South Carolina Rural Concentrated Employment Program (CEP). With these funds more than 7,000 disadvantaged rural South Carolinians were provided services in addition to training, such as educational assessment and orientation, health care, and job placement, all of which aided them in finding more productive and satisfying jobs.

These early efforts to alleviate the plight of economically and socially disadvantaged South Carolinians have evolved into a tradition of cooperation among TEC, the federal government, and other state agencies. TEC centers and colleges, with their facilities, equipment, and instructional staff, have become focal points for the implementation of the current federal manpower program, CETA (Comprehensive Employment Training Act). CETA is administered through the Governor's office with TEC as a subcontractor in the state.

During the first decade of its existence--

-- the statewide system of centers was nearing completion.
-- the Special Schools Program continued to serve new and expanding industries.
-- TEC joined inter-agency efforts to solve the endemic problems of limited skills and unemployment among the disadvantaged.
-- and, the system was being praised, studied, and emulated nationally and internationally as a technical education model.

Wade Martin took a year's leave of absence during 1968-69. During that period Thomas E. Barton, Jr., director of Greenville Tech, served as acting executive director. In October 1970, little more than a year after returning to his position, Martin died suddenly, after nearly a decade of inspired and exceptional leadership to the system. Wyman D. Shealy, finance officer of TEC since 1964, was appointed interim executive director and the search for a new executive director began.

The Advisory Committee's search culminated in May 1971, with the appointment of Julio L. Bortolazzo as TEC's fourth executive director. Bortolazzo, former head of several California junior colleges and junior college districts, was internationally recognized as a key figure in the conception and development of that state's community college system. But soon after becoming the TEC Executive Director, Bortolazzo became involved in a statewide controversy regarding TEC's role in higher education, particularly in relation to the University of South Carolina's system of branch campuses. Perhaps having misunderstood the essential purpose and mission of TEC and having apparently overestimated the support within South Carolina for his view of TEC, Bortolazzo resigned in August 1971, after only ten weeks as executive director.

O. Stanley Smith, Jr., chairman of the TEC Committee since 1961, was authorized by the Committee as acting executive director during the search for an executive director. Shortly afterwards, on August 26, 1971, Smith resigned the chairmanship to assume the position on a permanent basis. Y. W. Scarborough, Jr., the member from the First Congressional District, was elected to succeed Smith as chairman of the Committee. Smith, who had been continuing the pattern of success that the System had established into a future overshadowed with some uncertainty and a need for critical decisions.

The 1971 General Assembly had directed the South Carolina Commission on Higher Education to conduct a joint study on a proposal to establish a system of community colleges within South Carolina. The report resulting from the study led to the passage of Act 1268 by the 1972 General Assembly. Act 1268 established the State Board for Technical and Comprehensive Education and added two at-large members to the former Advisory Committee for Technical Training, appointed by the Governor, to the Board membership. The Act authorized, at local option and with TEC Board and Higher Education Commission approval, the addition of first and second year college parallel curricula to Technical Education Centers. It also placed under the authority of the State TEC Board all present and future state supported two-year postsecondary institutions and their programs, except for the present branches and centers of the University of South Carolina and Clemson University.

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Act 1268 represented the General Assembly's response to the state's need for an economical offering of lower-division college courses at a moderate cost to the student and within commuting distance of the population. Greenville Technical College was the first institution to establish a college parallel program. Five other institutions, (Chesterfield-Marlboro Technical College, Midlands Technical College, Tri-County Technical College, Trident Technical College, York Technical College and Williamsburg Technical College) have received Board and CHE approval to offer the Associate of Arts and Associate of Science degrees.

TEC's role and responsibilities in the education of South Carolinians was thus expanded to include the offering of low-cost college transfer programs within a reasonable commuting distance of the population. Through these programs, students otherwise financially unable or too far removed from other institutions have been able to attend two years of college; many of whom transfer their credits and complete four year programs. But, while this aspect of TEC has received much publicity over the past few years, the system has steadfastly kept sight of its original mission. The college parallel programs have been established and operate alongside the technical programs, but have never, in intention or actuality, detracted from the continued success of technical education.

In June 1976, the General Assembly passed Act 654. Act 654 was especially important in that it expressly provided for the TEC Area Commissions to continue as they were presently constituted. It also delegated the primary responsibility of local governance and supervision of institutions to the Area Commissions. The Act delegated specific authority to the Area Commissions to: adopt rules and regulations for the expenditure of funds; acquire real and personal property for the construction and equipping of institutions; employ the institutional chief administrative officer and other personnel; exercise the right of eminent domain in the geographical area served; apply for, receive, and expend monies from state, local, and federal agencies; maintain accounts of receipts and expenditures in accordance with uniform bodies and to the TEC State Board; and award certificates, diplomas, and associate degrees.

Act 654 also designated all TEC institutional employees as state employees, subject to the regulations and policies of the TEC Board, the Budget and Control Board, and the state personnel system.

Having piloted TEC through a critical and often stormy period, Stan Smith resigned in 1973 to return to private business. In September 1973, Charles E. Palmer, associate executive director, was appointed TEC's sixth executive director.

In 1973 and 1974, two mergers occurred which completed the present technical college center structure. In Charleston, Berkeley-Charleston-Dorchester Tech and Palmer College merged on July 1, 1973, to form two-campus Trident Technical College. And in the Columbia area, Midlands Tech, Palmer College, and Columbia Tech (formerly the West Columbia Trade School) merged on July 1, 1974, to become Midlands Technical College, with three campuses. Midlands Tech again has three campuses with the opening of the Harbison Campus in 1980.

In December 1979, Denmark Technical Education Center was accredited and changed its name to Denmark Technical College. This completed the System of 16 technical colleges.

Charles Palmer resigned as executive director in June 1976, to accept a position out of the state, and Associate Executive Director, G. Williams Dudley, Jr., was named interim executive director. Dudley was appointed TEC's seventh executive director in December 1976. On June 1, 1986, Dr. James R. Morris became TEC's eighth executive director.

What does the TEC System mean? To a student completing high school and unable or unwilling to pursue a four-year college degree, or to an adult who left school and took a low-paying, unskilled job years before, it could mean training programs such as accounting or computer programming or electronics engineering technology or welding or criminal justice. More importantly, it means that there are employers in the local area who need people with the skills technical programs impart and who are willing to pay good wages for these people.

To the business leader or industrialist seeking a location for a new operation, it means that a service is available in South Carolina that will have employees trained in the specific skills required by the plant and that there is a technical training system hard at work preparing competent, skilled employees eager and willing to work.

To state and local leaders, it means an idea that has worked and has been a major factor in leading a poor and undeveloped state from the shadows of an antebellum past, from an economy based almost completely on agriculture and textiles, from a situation so beset by apparently unsolvable problems that all action seemed doomed to failure--to a state in the forefront of the New South and the Sunbelt, to an economy well-diversified and vigorous, to a technical education system, praised and copied by other stated and nations, to an atmosphere of hope and optimism.

And to thousands and thousands of South Carolinians, who work hard and pay their taxes and have aspirations for their children beyond even the dreams of their parents for them, it means something of value, something to hope for and yet attainable, tangible. It means that the two years invested in Tech training will result in greater income for each graduate, that the state funds supporting each student's technical education will be completely repaid as state taxes within 29 months of graduation, that, in a world growing more complex and bewildering each day, South Carolina is well-equipped to train technicians with the knowledge and skills to understand it and make it work.

PUBLICATIONS

The following are publications produced by the State Board for Technical and Comprehensive Education:

Impact - a quarterly publication with 12,000 circulation designed to enhance and promote the Tech system.

Training Power - a brochure explaining the Special Schools program of the Tech System.

Technology Transfer: To Gain the Advantage - a brochure explaining the service offered through the 16 technical colleges for business assistance.

Tech and Business Working Together - a brochure explaining the training Tech offers in entrepreneurial development.

S.C. Industry Wage and Practices Survey - an update on industry expansion.

Educational Opportunities - a brochure explaining the program offerings at each of the 16 technical colleges.

Agricultural Technology at Tech - a brochure explaining the programs in agricultural technology at the technical colleges.

Eight Barriers That Keep People From Attending College - an individualized brochure for the 16 technical colleges and the state office explaining the role of technical education and the ways it responds to reasons for people not attending technical colleges.

These publications are available by contacting the Public information Office.

DESCRIPTION OF PROGRAMS - PROGRAM CHART

I. Administration

The State Board for Technical and Comprehensive Education is required by statute to carry out specific responsibilities relating to the efficient management of a postsecondary occupational training program in South Carolina. These specific responsibilities include long-range planning as well as policy insuring educational and fiscal accountability for the Tech colleges. Additional support functions include the coordination of personnel administration, grants development, public information and interagency affairs. The efforts of the State Board staff are focused towards carrying out legislative mandates, policies of the state and Tech Board, and providing service to the Tech institutions. Program services to be provided consist of day-to-day maintenance of management systems, on-call demand services, peer group meetings, and periodic workshop and seminar activities.

II. Instructional Programs

A. *Tech Colleges*

This function contains the organized programs of the agency. It includes sixteen (16) postsecondary educational colleges located throughout the state. The colleges represent a cooperative effort of state and local government working together to provide training for local citizens. The colleges offer special certificates, one-year diplomas and associate degree occupational education programs in a broad range of categories.

Also, continuing education is closely oriented to the community job market. The colleges operate within the policies, guidelines and procedures of the State Tech Board and are administered locally by area commissions.

B. *Restricted Federal Programs*

The State Board for Technical and Comprehensive Education is the contracting agency for classroom training under the Job Training Partnership Act. This training is provided in a variety of occupational disciplines--welding, production machine operation, LPN, bookkeeping, maintenance mechanic, carpentry, retail sales, electricity, sheet metal, auto body repair, auto mechanic, machine tool operator, etc., as well as developmental education for those who require academic upgrading before they can enter one of the regular courses. This instructional subprogram addresses the training needs of a particular socio-economic group that requires job-entry skills. Also under this category are specific federal grants and matching funds which provide training for dislocated workers.

III. Industrial Services

This division is responsible for the design, implementation and supervision of training programs for the initial labor force for new and expanding industry. Further, the industrial services division provides industrial relations support to established industry through identification of training needs of the technical colleges.

PERTINENT FACTS ABOUT TECHNICAL EDUCATION

History: Tech was begun in 1961 to stimulate economic growth in South Carolina through the provision of occupational training for the people. Demands from employers and students led to the development of agriculture, business, engineering, health related, industrial/occupational and public service careers curricula that are offered through the 16 statewide Tech colleges. Tech exists to meet the needs of South Carolina and her people.

Awards: Associate degrees, diplomas and certificates are presented to students successfully completing a prescribed program of study.

Faculty: Instructors at Tech come from a variety of educational and industrial backgrounds. Many teach on a full-time basis, while others instruct part-time. They are encouraged to continue their education by pursuing various new courses, in-service training and by returning to industry to stay abreast of current trends. A competent faculty and up-to-date curricula are prerequisites of an effective technical education program.

Areas of Study: Agricultural technologies, business technologies, engineering technologies, industrial/occupational technologies, public service technologies, and continuing education.

INNOVATIVE TRAINING AND TECHNOLOGY

In 1979, the State Board for Technical and Comprehensive Education unanimously adopted a concept to infuse high-technology into the curricula and training programs of the sixteen technical colleges and the Special Schools programs.

Through a series of studies and discussions, the State Tech Board became very concerned with the technological "lag" in the two-year technical instructional programs at a time when the nation was alarmed over a declining productivity rate. The State Tech Board developed an innovative plan, entitled "Design for the 80's," rapidly increase technological expertise within the trained workforce. With the endorsement of the Governor and other state leaders who were concerned about South Carolina's future position in the competitive arena of economic development, the South Carolina General Assembly appropriated funds in 1980 to initiate the innovative program, "Design for the 80's".

After completing state and national evaluations on advancing technological skills required in the workforce, the State Tech Board established six initial resource centers. The purpose of the resource centers was to serve as focal points for information and expertise in advanced technology, as system catalysts for faculty/staff curriculum development, and as system catalysts in economic development through demonstrations and short-term courses for prospective and existing employers.

The initial resource centers, which addressed specific advanced technological training needs in South Carolina, were: Advanced Office Occupations at Midlands Technical College, Advanced Machine Tool Technology at Greenville Technical College, Computer Applications at York Technical College, Microelectronics at Tri-County Technical College, Robotics at Piedmont Technical College and the Water Quality Institute, at Sumter Area Technical College.

In this initial phase of resource center development, many beneficial partnerships were built with business and industry which supplied equipment on consignment, technical expertise, and equipment gifts to support the development of these resource centers. A unique element of the "Design for the 80's" was three mobile training units that provided advanced training in machine tool technology statewide.

In 1985, the State Tech Board evaluated the progress of the "Design for the 80's" program and initiated a second phase by establishing two additional resource centers: The Tourism Resource Center at Horry-Georgetown Technical College and the Electro-Mechanical Maintenance Technology Resource Center at Orangeburg-Calhoun Technical College. The State Tech Board also approved and funded alliances established among the colleges to assess trends and develop new applications for advanced technology within the instructional programs of the technical colleges. The first alliances addressed needs in telecommunications, agribusiness, programmable logic controllers and interactive video.

The State Tech Board, realizing that the resource centers were established for a specific purpose which would be satisfied at a point in time and that limited appropriated funds supported their innovative activities, required a complete re-examination of the "Design of the 80's" program. Following a comprehensive review of all initiatives from 1980 to 1986, the State Tech Board established new procedures and a new name for activities-Innovative Training and Technology.

The purpose of the program, to advance technological expertise within the technical colleges, did not change. Under new procedures, all resource centers would require annual justification. Resource centers not requiring state allocations were encouraged to identify advanced technology and develop related activities for introducing specific technology into instructional programs. Consortia were encouraged also to investigate appropriate emerging technology and advise the system on equipment purchases, curriculum development, etc. In addition to the pre-existing resource centers, in FY 1988, consortia were established in Automated Manufacturing and Quality Assurance to develop curricular material and train faculty in the use of materials. The Advanced Machine Tools and Robotics Resource Centers, which were established with state resources, were evaluated to require name-only status. Also, a new resource center, the Automotive Technology Resource Center, was approved at Greenville Technical College in-name-only.

In FY 1989, the technical colleges submitted twenty-seven proposals and requested more than two-million dollars to support the Tourism, Micro-Electronics, Electro-Mechanical Maintenance, and Environmental Training (formerly Water Quality) Resource Centers. All existing resource centers with designation were maintained. The Automated Manufacturing Consortium was funded for a second year to develop and publish additional curricular materials. A new consortium Technology which could enhance the effectiveness and productivity of the colleges' curricula.

The State Board considers the Innovative Training and Technology Program to be of prime benefit to the technical colleges and the economic development of the State of South Carolina. The State Tech Board will continue to use this program and its resources to stimulate innovative technological improvements in curricula and the development of higher levels of technical expertise of faculty throughout the system.

THE ECONOMIC DEVELOPMENT DIVISION

The division designs, develops, conducts, and manages start-up training assistance programs statewide to help prepare citizens for jobs being created by new and expanding businesses and industries. These programs are called Special Schools.

The Economic Development Division was reorganized into a regional concept in January 1987. The fiscal year starting July 1, 1989 and ending June 30, 1990 is the third full year the division has operated with the new organization. The regional concept has given Special Schools more flexibility and a greater ability to operate efficiently, effectively, and produce higher quality training programs.

Fiscal year 1989-90 was another great year for Special Schools. A total of 6735 people graduated from training programs held for 137 companies. For the 12 month period of fiscal year 1989-90, we averaged 145 training programs on our monthly status report. During the course of the fiscal year, we ranged from a low of 129 programs to a high of 157.

When a company makes a decision to locate a facility in the state or to expand the work force of an existing operation, a regional manager from the division is assigned responsibility for the training program. Working in close coordination with the company, with assistance from our Special Schools Manager in that area and with support from the local technical college, the regional manager provides appropriate recruitment, selection, and training programs for trainees. All programs are tailor-made and job specific in design.

The division works closely with the State Development Board, local economic development representatives and others in the "Economic Development Ally Group" within the state to help attract and promote new and improved job opportunities for our citizens. Presentations are made to prospective employer representatives on the valuable services available from Special Schools, technical colleges, and other components of the State Technical Education Systems.

Also, the division maintains an ongoing communication linkage with companies statewide through periodic calls by our Special Schools Managers. In addition to identifying needs for training services, other pertinent information is provided from other sources. Collected data that is of importance in promoting economic development is shared with the State Development Board.

The economic development division epitomizes the purpose and mission of the State Technical Education System and its efforts to stimulate the economy, promote job creation, help improve the quality of life of our citizens, and assist in the broadening of the tax base for local and state governments.

The following is a list of Special Schools conducted by the division during fiscal year 1989-90 that had some trainee completions.

ECONOMIC DEVELOPMENT DIVISION

SPECIAL SCHOOLS
JULY 1989 - JUNE 1990

COMPANY	CITY	COUNTY	NUMBE TRAINED
Adams Manufacturing	Hardeeville	Jasper	8
Adidas	Spartanburg	Spartanburg	69
Aircap Industries	Manning	Clarendon	70
Albright & Wilson	Charleston	Charleston	20
Allen Beverly Apparel	Abbeville	Abbeville	46
Allied Signal Aerospace	Orangeburg	Orangeburg	12
Allied Signal-Metglas	Conway	Horry	32
Aluminum Ladder	Florence	Florence	12
Ambac International	Columbia	Richland	14
American Fiber & Finishing	Newberry	Newberry	19
American House Spinning	Central	Pickens	38
American Koyo	Orangeburg	Orangeburg	121
Applied Engineering	Orangeburg	Orangeburg	33
Asco	Aiken	Aiken	38
Autecs	Anderson	Anderson	5
B F Shaw	Laurens	Laurens	74
BASF	Rock Hill	York	27
Blue Cross Blue Shield	Florence	Florence	398
Bosch Anderson	Anderson	Anderson	161
Bosch Charleston	Summerville	Dorchester	63
Brewer Gold Company	Jefferson	Chesterfield	16
Caloric	Florence	Florence	133
Carlisle Diversified	Trenton	Edgefield	29
Carolina Eastman	Sandy Run	Calhoun	42
Carolina Royal Disposable	Rock Hill	York	12
Century II	Conway	Horry	144
Cinderella-Dawson	Pageland	Chesterfield	32
CKC	Rock Hill	York	18
CoNco Medical Products	Rock Hill	York	31
Cooper Air Tools	Lexington	Lexington	18
Covington Fabrics	McColl	Marlboro	2
Craig Industries	Lamar	Darlington	39
CWH Industry Inc.	Orangeburg	Orangeburg	57
Dana Columbia	Columbia	Richland	27
Dana Greenville	Greenville	Greenville	4
DCA	Clinton	Laurens	9

ECONOMIC DEVELOPMENT DIVISION

SPECIAL SCHOOLS

JULY 1989 - JUNE 1990

COMPANY	CITY	COUNTY	NUMBER TRAINED
Digital Equipment	Greenville	Greenville	23
Dixie Narco	Williston	Barnwell	201
DuPont	Camden	Kershaw	10
EC Industries	Piedmont	Anderson	2
Evans & Sons Process Tank	Columbia	Richland	9
F. Schumacher-Home Fashion	Richburg	Chester	36
F. Schumacher	Richburg	Chester	141
Fabri-Kal	Piedmont	Greenville	77
Fabrication Technology	Varnville	Hampton	13
Fashion Fabrics of America	Orangeburg	Orangeburg	153
FMC	Aiken	Aiken	62
Fuji Copian	Winnsboro	Fairfield	28
Fuji Photo Film	Greenwood	Greenwood	41
Gateway South	Greenwood	Greenwood	99
GE Florence	Florence	Florence	4
GE Greenville	Greenville	Greenville	115
General Dynamics	Goose Creek	Berkeley	153
Gerber Childrenswear	Pelzer	Anderson	21
Grayco Steel	Myrtle Beach	Horry	12
Guldbrandsen Mfg. Co.	Orangeburg	Orangeburg	13
Hamburg Industries	North Augusta	Aiken	28
Highland Industries	Cheraw	Chesterfield	66
Hilliard of SC-Star Systems	Timmonsville	Florence	5
Holset Engineering	North Charleston	Charleston	24
HRS Textiles	Cades	Williamsburg	13
Hughes Aircraft-Assembly	Orangeburg	Orangeburg	24
Hughes Aircraft-PWB	Orangeburg	Orangeburg	72
Ibis	Kingstree	Williamsburg	10
Jantzen	Seneca	Oconee	77
Jockey International	Abbeville	Abbeville	154
Kaiser Aluminum	Greenwood	Greenwood	43
Kaydon Corp.	Sumter	Sumter	20
Knit Tec	Hemingway	Williamsburg	12
LG Industries	St. George	Dorchester	24
L-Tec	Florence	Florence	24
Letron	Blythewood	Richland	14
Lockheed Aeromod	Greenville	Greenville	81

ECONOMIC DEVELOPMENT DIVISION

SPECIAL SCHOOLS
JULY 1989 - JUNE 1990

COMPANY	CITY	COUNTY	NUMBER TRAINED
Lowcountry Aquaculture	Estill	Hampton	74
Lucas Industries	Greenville	Greenville	31
McCord Heat Transfer	North Charleston	Charleston	16
Metal Leve	Orangeburg	Orangeburg	32
Metropolitan Life Ins.	North Charleston	Charleston	77
Mosler Safe Co.	Orangeburg	Orangeburg	16
NCR	Liberty	Pickens	39
Newark Electronics	Gaffney	Cherokee	82
Ohio Brass	Aiken	Aiken	26
Oneita Industries	Florence	Florence	19
Oshkosh Chassis Div.	Gaffney	Cherokee	77
Piedmont Products	Anderson	Anderson	19
Pilcher Hamilton	Greer	Greenville	7
Pinnacle Industries	Lancaster	Lancaster	16
PMI	Darlington	Darlington	12
PMS	Columbia	Richland	12
Portable Living Quarters	Greenville	Greenville	72
Pretech	Travelers Rest	Greenville	20
Rexham	Spartanburg	Spartanburg	24
Riegel Textiles	Johnston	Edgefield	10
RST&B Curtain & Drapery	Florence	Florence	5
RYOBI	Anderson	Anderson	114
RYOBI	Pickens	Pickens	45
S E Huffman	Clover	York	10
Sara Lee Hosiery	Florence	Florence	41
South Point	Gaffney	Cherokee	42
Southland Shoe	Ware Shoals	Greenwood	31
Spring City Knitting	Gaffney	Cherokee	12
Springs Ind.-Fort Lawn	Fort Lawn	Chester	179
Springs Ind.-White Plant	Fort Mill	York	49
Square D	Columbia	Richland	30
Standard Products	Lexington	Lexington	28
Standard Warehouse	Greenville	Greenville	17
Stanton Quilting	Cheraw	Chesterfield	4
Starflo	Manning	Clarendon	3
Sumco	Sumter	Sumter	8
Superior Washer & Gasket	Rock Hill	York	5

ECONOMIC DEVELOPMENT DIVISION

SPECIAL SCHOOLS
JULY 1989 - JUNE 1990

COMPANY	CITY	COUNTY	NUMBER TRAINED
Tasco	Calhoun Falls	Abbeville	6
TCM	West Columbia	Lexington	20
Teelon Packaging	Summerville	Dorchester	12
Telecom *USA	Greenville	Greenville	92
Textron	Greer	Greenville	23
TNS Mills	Blacksburg	Cherokee	87
TNS Mills	Gaffney	Cherokee	108
TNS Mills	Greer	Spartanburg	113
Torrington	Union	Union	10
Triangle Tool Group	Orangeburg	Orangeburg	27
True Temper Sports	Seneca	Oconee	58
Turner Mfg.	Florence	Florence	5
Union Camp	Eastover	Richland	84
United States Alumoweld	Duncan	Spartanburg	11
Unity Mills	Cheraw	Chesterfield	48
US Broach	Sumter	Sumter	6
US Engine Valve	Westminster	Oconee	25
USA Enterprises	Bamberg	Bamberg	19
Vanguard Plastics	Beaufort	Beaufort	18
W. W. Grainger	Fountain Inn	Greenville	12
WCI	Anderson	Anderson	521
Westpoint Pepperell	Anderson	Anderson	5
Westpoint Pepperell	Calhoun Falls	Abbeville	42
Whirlpool	Columbia	Richland	15
Willamette	Bennettsville	Marlboro	237
Willamette	Rock Hill	York	17
Yopp & Co.	Florence	Florence	33

Total Number of Students Trained This Fiscal Year	6,735
Total Number of Plants Served This Fiscal Year	137
Total Number of Students Trained From September 1961 - June 1990	128,183
Total Number of Plants Served From September 1961 - June 1990	1,047

No. Trainees Completed

FY	
61-62	574
62-63	2,190
63-64	2,785
64-65	2,824
65-66	5,044
66-67	5,704
67-68	4,081
68-69	4,419
69-70	4,534
70-71	3,804
71-72	5,403
72-73	5,054
73-74	3,759
74-75	2,902
75-76	2,622
76-77	2,828
77-78	1,725
78-79	2,591
79-80	3,545
80-81	3,791
81-82	4,708
82-83	4,967
83-84	5,331
84-85	6,331
85-86	5,078
86-87	9,614
88-89	9,226
89-90	6,735

Special Schools Statistics
1988/89 - 1989/90

	1988/89	1989/90
Plants Served During FY	152	137
Number Trained	9226	6735
Percent Dropped	11.6%	10.1%
Percent By Race		
White	55%	59%
Black	44%	40%
Other	1%	1%
Percent By Sex		
Male	43%	49%
Female	57%	51%
Average Age	30.2 yrs.	31.2 yrs.
Average Education	12.2 yrs.	12.2 yrs.

South Carolina Technical College Locations

Aiken Technical College
Post Office Drawer 696
Aiken, South Carolina 29801
Phone 593-9231
Dr. Paul L. Blowers, President

Chesterfield-Marlboro Technical College
Post Office Drawer 1007
Cheraw, South Carolina 29520
Phone 5[illegible]7-5286
Dr. Ronald W. Hampton, President

Denmark Technical College
Post Office Box 327
Denmark, South Carolina 29042
Phone 793-3301
Dr. Curtis Bryan, President

Florence-Darlington Technical College
Post Office Box 8000
Florence, South Carolina 29501
Phone 662-8151
Dr. Michael B. McCall, President

Greenville Technical College
Post Office Box 5616, Station B
Greenville, South Carolina 29606
Phone 242-3170
Dr. Tom Barton, President

Horry-Georgetown Technical College
Post Office Box 1966/Highway 501
Conway, South Carolina 29526
Phone 347-3186
Dr. D. Kent Sharples, President

Midlands Technical College
Post Office Box 2408
Columbia, South Carolina 29202
Phone 822-8080
Dr. James L. Hudgins, President

Orangeburg-Calhoun Technical College
3250 St. Matthews Road, N.E.
Orangeburg, South Carolina 29115
Phone 536-0311
M. Rudy Groomes, President

Piedmont Technical College
Post Office Drawer 1467
Greenwood, South Carolina 29646
Phone 223-8357
Dr. Lex D. Walters, President

Spartanburg Technical College
Post Office Drawer 4386
Spartanburg, South Carolina 29305
Phone 591-3600
Dr. Jack A. Powers, President

Sumter Area Technical College
506 North Guignard Drive
Sumter, South Carolina 29150
Phone 778-1961
Dr. Herbert C. Robbins, President

Technical College of the Lowcountry
100 South Ribaut Road/P.O. Box 1288
Beaufort, South Carolina 29902
Phone 525-8324
Dr. Anne Shoemaker McNutt, President

Tri-County Technical College
Post Office Box 587
Pendleton, South Carolina 29670
Phone 646-8361
Dr. Don C. Garrison, President

Trident Technical College
Post Office Box 10367
Charleston, South Carolina 29411
Phone 572-6111
Dr. C. W. Branch, President

Williamsburg Technical College
601 Lane Road
Kingstree, South Carolina 29556
Phone 354-7423
Dr. John T. Wynn, President

York Technical College
U.S. Highway Bypass 21-A
Rock Hill, South Carolina 29730
Phone 324-3130
Dennis F. Merrell, President

State Board for Technical and Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210
Phone 737-9320
Dr. James R. Morris Jr., Executive Director

AIKEN TECHNICAL COLLEGE

Aiken Technical College attained several major objectives in furtherance of its mission during 1989-1990.

The college won approval from the Commission on Higher Education to expand its mission to offer the Associate in Arts and Associate in Science degrees. The college's ability to offer the AA/AS degrees will facilitate the transfer of college credits between colleges in the state and across the nation.

The college successfully completed the evaluation process for reaccreditation from the Southern Association of Colleges. The association renewed the college's accreditation for the maximum 10-year period and also validated the college's mission expansion to offer the AA/AS degrees.

In order to provide additional space for the college's average quarterly enrollment of 2,700 students, the college completed conversion of an unused facility originally built to house an ETV studio that was never utilized. The new facility will provide eight additional classrooms, as well as faculty and administrative office spaces. Auditorium and conference facilities that accommodate about 250 people were added to the project which was completed for $1,303,910. The ETV and classroom renovation projects were managed by the college's administrative services office.

A computerized energy management system to more efficiently control the college's heating and air conditioning was installed with funds provided by an Energy Conservation Grant worth $75,000. The grant was combined with $80,000 allocated by Aiken County.

The Office of Business, Industry and Community Education opened a second classroom site in Jackson, SC near the Department of Energy's Savannah River Site in March. The site is intended to assist Westinghouse employees in obtaining academic and technical courses they can use to complete an associate degree.

Instructional services implemented a partnership program with FMC Corporation to recruit and train machine tool operators for the company. The office also completed conversion of all curricula courses from quarter-hour to semester-hour status as part of the college's work to convert to the semester system in 1992.

Dr. Paul Blowers, ATC's president, began the process of reviewing and discussing the possibility of a name change for the college in response to local recognition that ATC's expanded mission is not well represented by its current name.

CHESTERFIELD-MARLBORO TECHNICAL COLLEGE

The 1989/90 academic year has been a time of unprecedented growth in enrollment at Chesterfield-Marlboro Technical College, as the college celebrated its 20th anniversary and expanded into new areas of instruction and community service.

CMTC observed its 20th anniversary during 1989/90, highlighted by a campus ceremony featuring Gov. Carroll Campbell, as well as recognition of several members of the original CMTC Area Commission who guided the college through its early years.

Enrollment at CMTC reached an all-time high this year. Unduplicated headcount enrollment was 4,092 (this "official" figure is adjusted for individual students enrolled in multiple classes). Continuing education enrollment was up 45%, for a total of 6,913 students (this figure counts all registrations regardless of duplication).

Chesterfield-Marlboro Technical College has continued to take an active role in the industrial development of its service area. The college became the first two-year institution to host the annual Pee Dee Economic Development Conference, which attracted business, industrial, and government leaders last fall. Special Schools training was provided through CMTC for Willamette Industries' new Marlboro Paper Mill, which will begin operation this fall. Over 200 prospective employees received training in an unprecedented seven classes from September 1, 1989 through June 30, 1990. Planning is now underway for the recently announced Medium Density Fiberline (MDF) Plant, which will be constructed on site next to the fine paper mill. Special Schools is tentatively scheduled to train approximately 130 operators for that facility. Training was conducted for Unity Knitting Mills, and a total of 300 others participated in Special Schools programs from the apparel, textile, pulp/paper, metalworking and sanitary container industries.

The college has been involved in a number of new educational initiatives during the year. Soon after Evans Correctional Institution began operations near Bennettsville, CMTC started on-site college classes for inmates; the program now has an enrollment of approximately 40. Students from Cheraw High School continue to receive advanced vocational training in CMTC's automotive program, thanks to a special cooperative arrangement between the college and the high school which will be expanded this fall. CMTC will also play a key role in Cheraw High School's recently-announced Senior Success program, which will allow eligible seniors to take college courses at CMTC during the regular school day.

Students may complete a Bachelor of Science in elementary education without leaving the CMTC campus through a special program developed in cooperation with Francis Marion College. Francis Marion offers junior and senior-level courses at Chesterfield-Marlboro Technical College. These classes combine with CMTC's regular courses to make a convenient "package" of educational services.

CMTC is continuing its successful apprenticeship program with INA Bearing Corp. In addition, the college is working to develop a curriculum in Process Control Technology to meet the needs of local industries. Continuing Education programs have been expanded. Work is underway to prepare for conversion to a semester-based academic calendar. This initiative, which is being undertaken by the entire S.C. Technical College System, involves close examination of all courses throughout the state. Chesterfield-Marlboro Technical College is represented on all statewide semester conversion committees.

The college is heavily involved in efforts to assess its effectiveness, as part of a statewide effort spearheaded by the Commission on Higher Education. CMTC this year appointed an institutional effectiveness coordinator and has submitted initial data which will be used to help the college measure its educational effectiveness. A college's graduates provide a true measure of its effectiveness, and CMTC was proud to have two alumni, James Dawson and Kay Rollins, deliver the 1990 commencement addresses this summer.

With the assistance of a Title III grant from the U.S. Department of Education, CMTC has developed a comprehensive educational success center. The center provides direct assistance to faculty members as they develop new instructional materials, and also serves as an instructional resource center for students. The center features computer-assisted instructional software and equipment, including "touch-screen" laser disk video software, and is fully staffed to assist students and faculty members.

The Title III grant has also helped the college develop a state-of-the-art laboratory for instruction in Computer-Aided Design (CAD). In addition, the grant has provided faculty development activities, with emphasis on advising skills and teaching excellence. To support the advising process, the college has installed a computer network linking all faculty advisors with the student database for instant access to advising information.

CMTC's student organizations were very active during 1989/90, with special events and fund-raising efforts throughout the year. Student Government hosted Spring and Fall "field days" for all students, sponsored visits by the Red Cross Bloodmobile, and conducted an annual Black History Month program. They also sold candy to raise funds for special projects and scholarships, and helped collect donations for needy families. Faculty and staff members volunteered their time to serve as judges for the Chesterfield County Academic Bowl, as well as for several high school science fairs.

During 1989/90, the roofs on every major campus building were replaced, with the help of special state funding. Work was completed on a computerized energy management system which controls heating and air conditioning on a room-by-room basis throughout the campus, depending on class schedules and other facility needs. The system, which was installed by faculty members and students, is also capable of controlling lighting and other systems. Funding for the energy management system came from a special $51,000 Oil Overcharge Grant from the Governor's Office.

The Chesterfield-Marlboro Technical College Foundation was officially reactivated this year to help support educational excellence and growth at CMTC. A fund-raising feasibility study is now underway to determine potential community support for college projects.

Special services were provided for nontraditional and minority students through several externally-funded grant programs. The Single Parent-Homemaker program made it possible for 54 students to return to college to improve their employability. An additional 25 female students received assistance in preparing for nontraditional jobs through the Model Program Grant and Mini-Grant in Sex Equity, funded through the State Department of Education.

An Access and Equity grant from the S.C. Commission on Higher Education allowed CMTC to employ two part-time minority student representatives who performed outreach duties in the college service area to help minority groups take advantage of the program and services offered by the college.

DENMARK TECHNICAL COLLEGE

The 1989-90 school year, under the continued leadership of Dr. Curtis E. Bryan was a year of planning and analysis for Denmark Technical College. Emphasis was placed on a methodology for insuring Institutional Effectiveness; planning for the initiation of complete and effective Associate in Arts and Associate in Science programs; and the enhancement of the Denmark Technical College Faculty/Staff Council to insure wide-ranging participation in the affairs of the Institution. These are examples of just a few initiatives undertaken during the year.

In recognition of the sustained need to focus on planning and analysis and the marketing effort, the President in June, 1990 reorganized the college into the following functional divisions:

* Academic Affairs
* Business and Finance
* Continuing Education
* Institutional Advancement
* Planning and Administration
* Student Affairs

This reorganization is designed to simplify the span of control and enhance the communications process.

Since the reorganization occurred late in the year, this report is organized so as to reflect the old structure.

ACADEMIC AFFAIRS

* Dr. Lewie C. Roache, former Dean of the School of Arts and Sciences and Chairman of the Dean's Council at South Carolina State College, was retained to insure the Associate in Arts and in Sciences will be the very best. Dr. Roache and the academic leadership of the college utilized a scholastic approach in structuring the program and all aspects from articulation agreements to staffing to recruiting have been addressed.

* Mrs. Eartha Pinkney, who has been teaching cosmetology at Denmark Technical College for twenty-one (21) years was selected "Teacher of the Year" for 1989-1990.

Division of Arts and Sciences

* Established The Network Computer/VCR Instructional Laboratory for developmental studies students and others needing a review of basic skills.

* Two and one half (2 1/2) and three (3) hour developmental studies sessions have been re-elected for one hour (1) to insure quality instructional time.

* New English courses have been added to the list of General Studies courses to better meet the needs of the students.

Division of Business and Related Technology

- The Word Processing Laboratory was renovated by adding 17 IBM PC's, 20 electronic typewriters, 12 electronic calculators, and new furniture.
- The Culinary Arts Program began preparing and serving lunch meals in the Faculty/Staff Dining Hall. This provides excellent practical experience.
- Denmark Technical College barbering students won first place in student competition at the recently held meeting of the Palmetto Barbers Association in Rock Hill.

Division of Engineering and Related Technology

- Exit competencies were developed for all programs in the division.
- Each academic department developed course syllabi for Competency Based Education.
- Advisory Committees were reactivated to ensure relevant academic programming.

Learning Resources Center

- Emphasis for the past year was on completing the procurement of reference materials for the Criminal Justice Program and the Associate in Arts and Associate in Science Programs. Under staffing and organization a Library Technical Assistant was employed and a listening/viewing room was placed into operation.

BUSINESS AND FINANCE

- Quality service, the fine-tuning of systems, and improving the physical plant were the focus of attention for the Division of Business and Finance.
- In September 1989, a revised Bookstore Policy was implemented which is designed to provide better service and inventory control.
- An architectural firm was retained in April 1990 to commence work on developing a comprehensive master site plan, while detailed planning for the construction of the new physical plant building and renovation of the Student Services Center continued.
- Both hazardous waste and safety and response programs were implemented during the year.
- Mr. Harold T. English, an accounting technician, was selected Support Staff Member of the Year. Leadership of the division is provided by Mr. Leon A. Brunson.

CONTINUING EDUCATION

- The division continued its development and addressing the mission of providing high quality non-credit education to support development and economic growth in the service area. To that end under the leadership of Mr. William McGhee, the following major activities were accomplished:

- The Westinghouse pre-employment training contract produced 10,305 contact hours with 229 students.

- In cooperation with the S.C. Criminal Justice Academy, 5 law enforcement courses were held for local officers. Also, correctional officers from Allendale and Bamberg counties attended monthly in-service training courses designed and delivered by college faculty.

- 223 students attended pre-employment training for the Dixie-Narco Company sponsored by the State Board for Technical and Comprehensive Education Special Schools Division.

- Approximately 100 businesses attended a seminar entitled "How to do business with the Savannah River Site". DTC, the Lower Savannah Council of Governments, the Allendale County Development Board, and the Chambers of Commerce of Bamberg, Barnwell, Calhoun, and Orangeburg counties hosted the seminar.

- The Governor's Work Force Initiative Program and the provider teams of Adult Education, Technical Development Education, and the Literacy Councils served sixteen (16) companies. There were 235 students who participated in the skills enhancement programs with a completion rate of over 60%.

- DTC received a JTPA grant for $52,576. Over 47 participants received training in developmental education, welding and retail sales.

RESEARCH AND PLANNING

- Under the leadership of Mr. Marion D. Mendenhall, this division held the functional areas of institutional planning and research, advancement, public information, personnel, and information resource management.

- In the office of Institutional Advancement the annual fund drive, primarily supported by faculty and staff, produced approximately $19,000.

- The SCE&G Presidential Scholarship Fund was established with an initial investment of $10,000 from SCE&G; $30,000 was pledged over three years.

- The Title III grant for 1989-90 was $366,000 while $599,000 is expected for 1990-91. The college participated in the National Association for Equal Opportunity in Higher Education (NAFEO) program which provides the institution surplus government property and the loan of state of the art information systems equipment from federal agencies for five (5) years.

- In the public relations-information area, a new external advertising theme and approach were developed as well as a new college logo. A new format was developed for the college newsletter and the monthly campus newsletter and monthly news coverage reports were reactivated.
- The computer center developed and implemented an approved IRM Plan and installed the VAX 785, while the emphasis in the Personnel Office was reorganized and established the necessary management and control systems.

STUDENT AFFAIRS

- Improving the student development program as well as the living conditions in the dormitories received the emphasis in the Division of Student Affairs for 1989-90. The fine-tuning of the registration process and financial aid procedures also took place. Highlights were:
- On April 5, 1990, almost 600 high school students attended Career Day at DTC.
- The Admissions Office developed and implemented a recruiting plan which involved faculty, staff, alumni and students.
- Fifteen seminars and workshops for students were sponsored by the Counseling Office and held in classrooms, the dormitories and the Counseling Center.
- Founder's Day was held on March 25, 1990 and the college was fortunate to have Mr. Thomas C. Nichols, President of South Carolina Electric and Gas Company, as the speaker. During this well attended event, Mr. Nichols announced a $30,000 investment in the college.
- Commencement 1990 was held on June 2, 1990. Dr. Benjamin Hooks, Executive Director of the NAACP, was the guest speaker and he received the DTC Certificate of Merit. Representative Thomas N. Rhoad received the College's Distinguished Service Award. 128 associate degrees, diplomas and certificates were awarded.
- Dr. Iris Bomar, Director of Enrollment Services, was selected Administrator of the Year. Leadership for the division was provided by Dean Willie R. Cantey.

FLORENCE-DARLINGTON TECHNICAL COLLEGE

Florence-Darlington Technical College (FDTC) made a number of significant strides during 1989-90.

GENERAL INFORMATION

Enrollment continued to grow throughout the year. FDTC's 1989 fall enrollment climbed nearly 20 percent over the previous year's fall quarter. The year ended with the college enjoying its eighth straight quarterly enrollment increase.

The highlight of Florence-Darlington Technical College's fiscal year was receiving notification of the college being awarded a $431,601 Title III grant. The grant includes funds for developing the college's College Transfer (AA/AS) Program and for developing computer- and video-assisted instructional materials.

Another highlight was the college opening a satellite center in Hartsville (Darlington County). The center is located in the modern office complex of the former Coker Pedigreed Seed Company.

CONTINUING EDUCATION

During fiscal year 1989-90, the continuing education division conducted more than 350 courses serving more than 5,000 students.

In particular, more than 70 programs were offered at 35 different industrial settings. Excellent achievement levels were attained at ESAB/L-TEC and ASEA Brown Boveri, where machine shop skills were targeted. Other major partnerships of interest included Sonoco Products, Nucor Steel, Florence Fire Department, and the S.C. Criminal Justice Academy.

Other major events included the conduction of the First Annual Minority Business Expo, Career Opportunities Day (SEX Equity Grant) and the statewide Outdoor Ethics Conference.

Lastly, the establishment of a satellite center in Hartsville offering both credit and non-credit programs was well received by community leaders and should for many years be of great service to area residents.

JOB TRAINING PARTNERSHIP ACT (JTPA)

The JTPA Title II-A project plus the Single/Parent/Homemakers and Work Force Excellence projects are all administered by the college's continuing education division. The JTPA project, the largest in the state, served 389 participants in its title II-A program during the fiscal year. Because FDTC's JTPA program exceeded all of its state goals, it received a bonus once again to help offset the cost of updating classrooms and administrative equipment.

The Governor's Initiative for Work Force Excellence provided assistance for 31 businesses and industries. These employers requested information regarding work-site programs to improve the basic skills of their employees. The Work Force Specialist coordinated the delivery of instruction by one or more of the area providers--Adult Education, Literacy Council, or Florence-Darlington Technical College continuing education faculty. In 1989-90, basic skills enhancement training orientations were offered to 456 employees. Research indicates participative employers are enthusiastically supportive of the initiative to create a more productive and skillful work force.

SPECIAL SCHOOLS

Eleven Special Schools training programs were conducted through FDTC's Special Schools office. Four hundred and eighty-four people received training. Industries represented in the Special Schools program at FDTC were Aluminum Ladder Corporation, Champus, Caloric, Craig Industries, General Electric, HRS, L-TEC, Oneita Industries, RST&B, Sara Lee, Turner Manufacturing and Roller Bearing and Hilliard.

OTHER ACTIVITIES

A research agency completed a market study for FDTC during the spring of 1990. The study revealed that the college enjoys excellent recognition in its market area. The results of the study will be used to promote the college to its various publics.

During 1989-90, FDTC held Employer Visitation Day, High School Career Day, and Honors Night.

GRANTS

In addition to the Title III grant, FDTC received grant awards from numerous agencies totalling more than $2.3 million. Some of the more noteworthy grants were the Adult Education Grant, $19,542; College Work Study Grant, $122,977; JTPA-Title IIA, $613,930; Single Parent/ Homemaker Grant, $58,980, and CHE: Cutting Edge Undergraduate Instruction Program Grant, $34,351.

NEW PROGRAMS

The college implemented a degree program in medical record technology. Plans were also made to offer two pipe-fitting certificate programs for the fall of 1990.

STAFF AND FACULTY HONORS

Lyn Arthur was elected Vice President of the Florence County Chapter of the S.C. State Employees' Association (SCSEA).

James Busbee was elected vice chairman of the executive board of the S.C. Association of Data

Processing Directors (SCADPD).

Shirley Corbett was appointed to the Governor's Council on Vocational and Technical Education.

Steve Hale, an instructor in FDTC's general studies division, was nominated for Professor of the Year and was awarded the 1989 S.C. Outdoor Ethics Conservationist Award given by the S.C. Wildlife Federation.

FDTC President Dr. Michael B. McCall is chairman of the S.C. State Board for Technical and Comprehensive Education's Quarter/Semester Conversion Committee.

Dr. Charles T. Muse, vice president for educational affairs, received the Navy Commendation Medal. He is a Lt. Col. in the Marine Reserves.

Kregg Spivey, an English instructor, had an article published in Reader's Digest.

Kathleen Hanrahan received national recognition for her excellence in advising health studies students.

STUDENT AND ALUMNI HONORS

Jacquelyn Eppolito Dewald, a second-year student in FDTC's human services program, took first place in the research paper competition at the Southern Organization of Human Services Education's Annual Conference in Atlanta.

Paullette T. English received the S.C. State Board of Technical and Comprehensive Education's Educational Resources Foundation Scholarship.

Tanya Yearty won the title of Ms. Tech.

GREENVILLE TECHNICAL COLLEGE

Standing at the main entrance to Greenville Technical College, one sees a sweeping view of a veritable boomtown. In the immediate foreground is the massive construction site of Greenville Tech's new Technical Resource Center; the recently renovated Greenville Higher Education Center; and the new CIM (Computer Integrated Manufacturing) Center--all of which sits atop a beautifully manicured campus with the rest of the college's well cared-for facilities. In the background lies Greenville's ever-changing downtown skyline draped with trees and rolling mountains as far as the eye can see.

Business and industry in the upstate is booming and Greenville Technical College is creating the new ideas; learning the new technologies; and building the new facilities to keep up with their needs.

Throughout the 1989-90 fiscal year, Greenville Tech established many new programs and further developed many existing ones to help improve industry in our region. For instance, in January 1990, Greenville Technical College established the Southeastern Institute for Advanced Technologies (SIAT) to act as a liaison between industry and the college. By using the most current technologies available, SIAT responds to industry's changing requirements and provides the necessary quality training at an affordable price. Programs all over campus are used under the SIAT ''umbrella''--line the Programmable Logic Controller (PLC) and the Process Control lab, operated under the industrial technology division, and the IBM CIM Center, a part of the engineering technology division.

Another part of SIAT that should receive special mention is the Southeastern Manufacturing Technology Center (SMTC), a highly successful technology transfer program at the University of South Carolina. Formed in 1989 with a $3 million matching grant from the National Institute of Standards and Technology, USC was chosen as one of three universities across the nation to transfer technology to medium and small manufacturing firms that have neither the funds nor the technology to compete with larger firms. Greenville Technical College was designated as the delivery agent for this program in the upper Piedmont region, which has the highest concentration of manufacturing in the state. All functions and programs of SIAT are available to the SMTC to deliver technology and training to these firms. Having been in operation less than one year, Greenville Tech has initiated work through the SMTC with approximately 50 companies.

In the short time since SIAT first opened its doors, more than 2,000 people have been trained in courses initiated by the program. But industry isn't the only one benefiting. With the consolidation of various high tech training efforts and facilities under SIAT, Greenville Tech has been able to make the most productive use of both people and facilities.

As we head toward the 21st century, education is making some dramatic changes. Methods of dissemination and communication have turned ''high tech,'' with computers and telecommunication systems becoming increasingly more advanced. Greenville Technical College realizes the needs of its community are changing and has therefore entered the 1990s with novel approaches to meeting those needs. Last fall marked the start-up of construction of the Technical Resource Center (TRC), a state-of-the-art library, media and computer facility that will provide instructional support for the college's students, faculty and staff as well as the Greenville community. It will house the production studios of Greenville's newest cable television station, GEN (Greenville Education Network--TeleCable of Greenville channel 38); a 250-seat seat auditorium; a distance learning center that will provide instructional televised broadcasting to remote locations on and off Greenville Tech's main campus; a fully-automated library; a computer-assisted instruction area; and a curriculum/faculty development office. When the TRC is fully operational in the fall of 1991, more people from more locations in the upstate will have access to information through Greenville Technical College.

Two obvious locales affected by the TRC will be Greenville Tech's two satellite campuses, Greenville Tech - Golden Strip and Greenville Tech - Greater Greer. Having been in operation just two years and one year, respectively, both sites are fast exceeding enrollment goals. Once televised courses are broadcast live into classrooms at both of these sites via GEN, officials expect enrollment figures to soar.

Broadcasting those courses into the two satellites is all part of current negotiations being made with the South Carolina Educational Television Network (SC ETV). It is exected that Greenville Tech will have access to ETV's transmission facility on Paris Mountain within the next year. At that time Greenville Tech could broadcast educational programming to its two satellite campuses as well as the other 15 technical colleges in the state and a number of other state-operated agencies. This concept of providing quality, affordable education directly into the homes and classrooms of such mass audiences is a first for the state of South Carolina and Greenville Tech feels secure in its role as the provider of this service.

Just as advances in technology are being carefully watched at Greenville Tech, so are other trends, such as population demographics. With an increasing number of elderly residents in Greenville County, Greenville Technical College felt it had a responsibility to serve this growing segment of the population. Therefore, in 1988, the Life Enrichment Center for Older Adults was born. It has proved to be an even bigger success than imagined with membership totalling more than 1100, and 151 programs having been offered this past year alone, with more on demand. Altogether, more than 12,550 people were served by the Life Enrichment Center during 1989-90, exceeding a goal of 6,000.

Another exclusive segment of Greenville County's population being served by Greenville Tech are full-time workers. For them, attending college part-time or full-time on weekends has proved to be a popular route to earn a degree. Thus, Greenville Tech's Weekend College Program experienced substantial amounts of growth this past year. Based on the previous year's enrollment figures, Weekend College officials set their sights on filling 1,000 seats for the 89-90 academic year. What did they get? A whopping total of 1,782 seats filled! The relationship shared between the Weekend College faculty and staff and its students leaves little doubt as to why the two-year-old program has achieved such success.

Greenville Technical College is proud to be a part of one of higher education's most intense partnerships--the Greenville Higher Education Center (GHEC). GHEC is a cooperative effort between six South Carolina senior institutions--Clemson University, Furman University, the Medical University of South Carolina, South Carolina State College, the University of South Carolina and the University of South Carolina at Spartanburg. Students are able to take graduate and undergraduate courses on the campus of Greenville Technical College to work toward a degree from any of these institutions. (All of Furman's courses are taught on its campus). Each semester since occupying its own facility in the fall of 1989, GHEC has offered 2,000 students an average of 150 courses in a total of 15 degree programs (12 graduate/3 undergraduate). If these figures continue to rise at the expected rate, GHEC's five-year goal of 100 percent facilities utilization should be met in just over three years!

All of the programs and initiatives mentioned above have been put into action at Greenville Technical College for one purpose--to serve the community. And as Greenville's community becomes larger and more diverse, the demands it places upon its community/technical college will continue to rise. Therefore, it comes as no surprise that last year's fall quarter enrollment rose 20.1 percent over the previous year for a total of 7,582 credit students. Similar patterns of increase are expected for the upcoming fall 1990 Quarter and thereafter.

One reason for those gains will be Afternoon College. To relieve overcrowding of classrooms and parking areas in the mornings at Greenville Tech, during '89-90 the college laid plans for an innovative incentive program. Beginning this fall, if a student registers for certain courses only during afternoon hours, he or she will receive a 25 percent reduction on tuition. The response to Afternoon College has been tremendous, and the college plans to include even more courses in the coming quarters.

At the end of the 1989-90 fiscal year, the Greenville Area Commission was presented the college's Master Facilities Plan. It reflects Greenville Technical College's commitment to sustain the quality and comprehensiveness the community has come to expect and to make further improvements necessary to meet emerging needs. It is also evidenced from this plan why Greenville Technical College was cited last fall in a report of the nation's most oustanding community colleges in U.S. News and World Report.

Much of the reason why Greenville Technical College has remained a leader in education over the past 28 years is due to an aggressive administration, faculty and staff. Last September, Greenville Tech's president Dr. Thomas E. Barton, Jr., was appointed to serve on President Bush's Education Policy Advisory Committee whose responsibility it is to advise the President on matters pertaining to the objectives and conduct of the overall education policy of the United States. Dr. Barton is the only committee member from South Carolina and the only one in the nation to represent a two-year college. Other achievements of national and international distinction were also made by several other members of Greenville Tech's faculty and staff throughout 1989-90.

HORRY-GEORGETOWN TECHNICAL COLLEGE

Academic Year 89-90 has been an exceptionally challenging year. We had scarcely begun the year when Hurricane Hugo struck. All of our campuses suffered relatively minor damage, and we were blessed with no loss of life. Within just a few days, the college was, for the most part, back in operation. Georgetown County suffered greater overall damage and necessitated a longer delay in the Georgetown Campus' return to normal activity. Though many of our employees suffered personal property damage, they carried on with college business in the professional manner I have come to admire.

Wheels began to turn a year and a half ago to explore the possibility of obtaining the Coastal Academy site in Myrtle Beach for a third campus. Through a long and involved process, frought with complicated issues at every level, the new Grand Strand Campus was purchased, dedicated, and began offering classes. This initiative, coupled with the activities of the Council on the Aging, and the YMCA have made the new campus a true community project.

HGTC was approved to offer three new programs fall 1990: Associate in Arts, Associate in Science, and radiologic technology. All three promise to be strong programs for the college. The first two constitute our new college transfer program which would allow students to, ultimately, transfer to four-year colleges or universities in the state. This will encourage many of our non-traditional students to persue a four-year degree. Once again, the college strived to provide an access to opportunity for higher education. In June, the college was awarded a $150,000 Title III Grant to support the development of these programs.

Our cooperative education program continues to be as successful as the previous year. Early last fall, the college was notified that its Title VIII application was so highly reviewed that the college was converted from the annual application cycle to permanent funding. Thus, the institution is guaranteed cooperative education funds for the next three years.

Over 8,000 students received training in continuing education classes, seminars, and workshops. Enrollment in public classes, and contractural training programs provided for business, industry and government organizations, was up 20% over the previous year.

During 1989, the Area Commission developed and founded the Horry-Georgetown Technical College Access and Equity Commission. The initial efforts have resulted in an active and effective advisory group leading toward increasing our minority enrollment. They have made great strides this year in helping the college to address areas of concern with minority student/faculty recruitment and retention. With their guidance, we hope to continue to build our minority student enrollment and to attract minority faculty.

The oustanding personnel at the college occasionally makes for some difficult decisions. This year was no exception. After careful thought and consideration, Joe Phillips, Forestry Management Technology Department Head, was chosen as this years' "Outstanding Faculty Member," and Betty Whittington, secretary to the President, was selected as the "Outstanding Staff Member." The college is enriched by their contributions of time and talent.

Several faculty members have been honored by election to state offices. The South Carolina Technical Education Association elected John Vaught, president; Teresa Hilburn, secretary; July Roth, treasurer. The South Carolina Math Association elected Sandra Beken, president and Sister Elizabeth Ogilvie, secretary.

Marilyn Harrison, dean of general studies, computer education, business and allied health, took part in a joint education faculty exchange with the Soviet Union. The group of American educators visited Leningrad, Moscow, and Kiev in October to begin a process of establishing an international exchange of ideas. The hospitality was reciprocated in November when four Soviet educators came here. This was an example of ''glasnost'' at its best.

Horry-Georgetown Technical College has changed in many ways. In essence, the technical college has evolved into a community college. All we lack is official state approval for the name change. While maintaining the original mission, the college has strived to meet the changing needs of the community.

The Conway Campus has changed, physically, more this year than at any other time in its history. The new student parking area, the new three-story Allied Health and Technology Building, the perimeter road, the new inner campus landscaping and retention ponds which are still under contruction, and plans for a ''Student Center'' to be built in the near future are indicative of the college's progress. There has been preliminary articulation with USC Coastal Carolina concerning the joint effort of a new campus in Georgetown. Discussions have centered on Coastal's teaching upper division courses, and Horry-Georgetown's teaching lower division courses. I look forward to increased coordination of effort between our two colleges.

Horry-Georgetown Technical College has had a wonderfully successful year. However, success is never brought to fruition by any one man or woman. The accelerated growth and exceptional achievements of the college have been due to the efforts of the students, the staff and faculty, the alumni, the Area Commissioners and the foundation trustees.

MIDLANDS TECHNICAL COLLEGE

As we begin the last decade of the twentieth century, Midlands Technical College is well on its way to achieving the Vision for Excellence we charted in 1988. A record-breaking 6,848 students enrolled in the fall of 1989, continuing a growth pattern that has seen enrollment increase by 46 percent since 1985.

As we were growing in numbers of students, we were continuing to implement innovative programs and services, while working to maintain the highest standards of quality in all areas of the college--from entry services for new students to placement and articulation assistance for students graduating or transferring to four-year institutions.

In 1988, we established twenty-two priority objectives for 1989-90 that we presented in our Annual Plan. The results of our efforts to achieve those objectives, as well as highlights of quality performance in ongoing programs and activities are presented in this report. For every program or service noted, there are numerous others that could have been cited. Our college-wide commitment to quality has never been stronger. Midlands Technical College enters the decade of the 1990s as a strong, dynamic institution committed to serving our students and our community with distinction.

We want to acknowledge and express our appreciation to the faculty and staff who worked so hard and so capably this past year. Their contributions were essential to any success the college can claim, expecially in light of enrollment increases that exceeded budget increases.

The solid foundation of the past 25 years, coupled with the commitment to the Vision for Excellence in the 1990s, assures that students and the Greater Columbia community will continue to be proud to call Midlands Technical College their college.

STUDENT PROFILE

In Fall 1989-90, Midlands Technical College enrolled 6,848 students, the largest headcount in the history of the college. Over the last three fall quarters, total headcount enrollment has increased by 31.4 percent and FTE by 28 percent. The opening of the Academic Center and relocation of all Allied Health and Nursing programs to the Airport Campus contributed to a 67.7 percent increase in enrollment on that campus over the last two years.

Women account for more than 58 percent of the total enrollment. Minority enrollment totaled 34 percent. The average student age is 27.8 years; 53 percent of the students attend school part-time. Approximately 60 percent of our students reside in Richland County; 32 percent live in Lexington County; seven percent live in other South Carolina counties and one percent are out-of-state residents.

ACCOMPLISHING THE VISION THROUGH INNOVATIONS AND SUSTAINED QUALITY PERFORMANCE

The 1989-90 academic year was a banner year in many areas other than a record enrollment. Our associate degree programs graduated 682 students. Another 443 students completed certificates and diplomas. More than 90 percent of our 1989 graduates are employed or continuing their education.

- Our students continued to excel on state and national licensing examinations with an average pass rate of 94 percent for all programs. Five allied health and nursing programs had a 100 percent pass rate on national exams in 1989 and two additional programs scored above 98 percent on national exams.

  The scores of a 1989 class of our associate degree nursing graduates ranked them first of all two and four-year nursing programs in South Carolina and in the top 10 percent nationally.

- In order to coordinate the many new developments in computer applications in industry, the college established a Computer Integrated Technologies Applications Center (CITAC). Our partnership with USC in the Southeast Manufacturing Technology Center was strengthened as wel worked together to ssist manufacturers in the use of new technologies.

- Our 85,000 square foot Academic Center on the Airport Campus was completed in the summer of 1989, providing much-needed classroom and student services facilities.

- Our commitment to institutional effectiveness was recognized at both the state and national levels. We were designated as the lead institution for institutional effectiveness for the technical college system in September 1989 and received an AACJC/Kellogg Foundation Grant in April 1990 to be a Beacon College for the development of assessment procedures appropriate for determining institutional effectiveness in community colleges. The Commission on Higher Education awarded the college a third year of funding for the development of a process to assess the effectiveness of academic programs.

- Sustaining excellence in the face of rapidly increasing enrollment became an unwritten objective for every department within the college. The response was an unqualified success, as evidenced by the summary on the following pages of the college's achievement of its priority objectives and sustained quality performance in serving our students.

SUSTAINING EXCELLENCE

Services To Students

In 1989-90 the college registered 23,112 students (duplicated count) for credit courses, processed 11,119 applications for admissions, and tested 11,633 people. The admission rate of applicants increased to 86 percent, up from 85 percent in 1988-89. Over 4,870 people received counseling and career planning, a 10 percent increase over 198-89. Other services to students included:

- Student financial aid totaling $3,231,853 in Federal aid was provided to 5,320 students. One hundred students were placed in part-time employment off-campus and earned $339,356 to finance their education. The college awarded 57 scholarships totaling $15,391.

* Specialized support services programs served a variety of high-risk students including over 200 first generation, economically disadvantaged, and/or handicapped college students who received 595 hours of personal and academic counseling and 1,370 hours of peer tutoring through Student Support Services. Students with handicapping conditions received 1,250 hours of interpretive note-taking, reading, and writing services.

* The Center for Adult Learners provided personal counseling and special support services to 800 adult learners. More than 100 single parents and homemakers were also provided more than $27,000 in tuition costs and $5,000 in child care assistance.

* JTPA Title II and Title III programs provided training for 282 persons with 105 students placed into employment. The college won an incentive award of $6,800 for the enrollment of "hard to serve" clients, including AFDC recipients and youth, the highest incentive award of all South Carolina technical colleges.

* The college maintained a 90 percent employment/continuing education rate for graduates. Job-seeking workshops were provided to over 250 students, and 25 companies participated in on-campus recruitment activities.

* Sponsored Student Life events related to personal development, career development, and healthy lifestyles involved over 2,000 students.

* Pre-loan and exit loan counseling was provided to 100 percent of those students receiving student loans to inform them of financial obligations and decrease the default rate of MTC students.

* Expanded Evening Coverage began in fall 1989 in an effort to make more administrators available at night. All executive staff, including the President, administrative staff, deans, and directors, rotate hours during the early evenings.

* Expanded bookstore and food services to students, faculty, and staff occurred with the opening of a new bookstore and fast food service in the Academic Center at the Airport Campus and enlargement of the bookstore and improvements to the canteen on the Beltline Campus.

* Expanded merchandise services provided all required Allied Health Uniforms and supplies, as well as a wide selection of non-required nursing items; greatly expanded merchandise offerings; and extended Airport Bookstore hours.

* Improved student textbook services occurred by extending the student-used textbook buy-back period from three days to four days each quarter and by changing the textbook return policy from "ten days from purchase" to "ten days from the first day of class."

* The Student Information Center continued to be the inquiry response control center for the college. Mailed requests for information received by the Marketing office totaled 10,771, an

increase of 17.9 percent over last year. Walk-in requests for information at the centers totaled 18,550, up 13.2 percent. Calls to the center totaled 43,953, up 40 percent over last year.

Academic Programs

The emphasis on excellence through innovation and maintaining quality was evidenced by the number of new program activities in 1989-90, as well as the continued development of several programs already serving students. New or expanded initiatives are described below.

- Several new articulations were developed with other colleges such as the Bachelor of Science in Nursing (BSN) Transfer with the Baptist College of Charleston, and the Associate in Science with the Medical University of South Carolina's BSN.

- Technology transfer was emphasized as the college became a major component of the Southeast Manufacturing Technology Center (SMTC) in partnership with the University of South Carolina to assist manufacturers in the use of new technologies. MTC is one of only three such technology transfer centers in the nation.

- The first plastics manufacturing cell in the state's two-year colleges is now in production in the renovated automated manufacturing bay.

- Midlands was approved for IBM-CIM Alliance by the IBM Corporation as one of only 72 colleges nationally to join their IBM Alliance in Computer Integrated Manufacturing (CIM). Membership has resulted in well over a half million dollars in coputing equipment and faculty training. New technological knowledge about Computer Integrated Manufacturing was incorporated into numerous courses in business, accounting, management, machine tool, artificial intelligence, mechanical engineering technology, and other areas. As a commitment to IBM, the SMTC effort, and the need to recruit students into the technologies, the college created a demonstration room which houses the IBM AS400 and a special projection system and is used for training, credit classes, and vendor demonstrations.

- The college was selected as a member of National AutoDesk Alliance after extensive application and a site visit to the college's CAD lab. Midlands was selected as one of only 28 sites nationwide for membership in the prestigious alliance.

- The Pre-Engineering articulation with the USC was approved, with over 100 students successfully enrolling in pre-engineering with plans to transfer to the USC College of Engineering.

- The Pharmacy Technician Program was reaccredited by its national association, one of only 12 college-based accredited programs in the nation.

- A new Electronics Technology Degree was approved by CHE incorporating process control instrumentation and computer electronics.

- New Certificate Programs in Criminal Justice, Heating, Regrigeration, Ventilation, and Air Conditioning were approved.

- The Developmental Studies Courses were revised in response to the growing importance of teaching entering students college-level skills. Revisions included standard grades, competency-based assessment, and group-paced classes supplemented with mandatory tutorial laboratories.

- New pre-requisite standards were set for more than 20 courses to improve advising and student success.

- Math/Science computer labs were established, complete with math and science applications software, to assist student learning.

- Computerized writing labs were opened to help students with writing assignments.

- Open microcomputer labs for business students, one on each campus, were established for student out-of-class use.

- Microcomputer labs for developmental education were opened to assist students attempting to raise their skills to college level.

- The ADN department received $34,750 from the Helene Fuld Health Trust Fund for computers, software, tables and chairs.

- New science equipment in physics, astronomy, chemistry and biology allow students improved experiments and access.

- The Metropolitan Life Insurance Foundation awarded the College $10,000 to allow faculty and staff to test how different classroom techniques impact students.

- STARTECH, an innovative program to involve middle school students in science, math and technology was funded for the second year by CHE.

- Student theatrical events were produced by students in the Arts and Sciences theatre courses--a big step forward made possible by the new Academic Center. The college's literary magazine, now in its third year, has been renamed Stylus and featured student art for the first time this year.

- The Dental Clinic area was dedicated the Dr. Ralph Levine Clinic this year in honor of Dr. Levine, a founding coordinator of our dental programs and donor of a $25,000 dental scholarship.

- The library collection increased dramatically as the libraries purchased over 1,600 books in addition to new periodicals and other material. The newly formed faculty Library Committee has established priorities for collection and a set of procedures for improving the collection. Library automation was completed for on-line catalog and circulation processes using ATLAS software.

* The radiology program was relocated from Richland Memorial Hospital to the Clinical Education Building.

* With the help of faculty and staff, the auto shop was completely re-painted and the exterior fenced yard was improved.

* When new MacIntosh microcomputers arrived for a desk-top publishing lab, the students painted and carpeted the lab to spruce up its overall appeal.

Community Service Through Continuing Education

Continuing Education programs supporting economic and personal development grew dramatically this year, offering 1,218 programs covering 418,026 hours of instruction to over 18,500 students and earning over $1,610,000 in income.

* New non-credit curricula evolved to keep pace with changing needs in the market place. The Continuing Education faculty developed 58 new courses this year.

* Continuing Education served 34 major clients, in addition to serving individuals and many small employers.

* The Center for Professional/Economic Development was formed in 1989-90 to cover four predominant areas: trades, industrial/engineering, business/supervisory, and allied health. With the four coordinators working as a unit, the results were much improved over the preceding year.

* The Continuing Education Division was active in the Midlands Area Council for Excellence (MACE) in research and developing a quality assurance curriculum for the Columbia business community.

* The Department of Education Program was successful during 1989-90, serving over 7,000 students, and generating over 110,000 contact hours.

* Non-credit registration was computerized during the past year. We have instituted a completely computerized registration and student statistical tracking system and have modified the system to fit the specific needs of the Continuing Education Division.

* The Work Force Literary Program trained 946 employees in basic literacy. The program served 21 employers in the Central Midlands.

Faculty and Staff Development

Support and professional development of the college's faculty and staff results in quality performance and ever-increasing improvements in programs and services to students. In 1989-90 the college initiated several new staff development efforts while continuing to recognize and reward outstanding achievements in all areas.

- The third annual Author's Reception drew praise and recognition in two national newspapers and two research books which cited the program's unique benefits in rewarding faculty and staff.

- Faculty Development efforts were recognized in a national study of over 800 colleges that rated Midlands as one of the best eight in the nation at professional development of occupational/ technical faculty.

- Staff development plans were completed for more than 25 percent of the staff in the Student Development Division. A professional development seminar series was initiated for Student Personnel workers. The first of a series of "Customer Service" workshops was held for all Student Development Staff.

- More than twenty faculty and staff attended numerous seminars and workshops on CIM related topics.

- Computer Software Seminars benefited a record number of faculty and staff seminars in such areas as DOS, Word Perfect, Lotus 1-2-3, Pagemaker, SIS, DBase III, microcomputer applications, and programming logic and design.

- Scholarship reached an all-time high during 1989-90 with nearly 50 percent of the faculty and administration involved in giving speeches, publications, workshops and other professional activities.

- In response to MTC's tremendous growth, many new faculty joined our ranks. We hired our first full-time foreign language instructor and the first fine arts instructor. We hired over 15 new faculty and held a special first month and sixth month orientation for them.

Support Services

The college could not fulfill its commitment to excellence in education without providing quality, on-going support services. In 1989-90, strides were made in numerous areas related to the efficient and effective delivery of educational programs and services.

- The personnel office managed an increase of 12 percent (from 462 to 518) in permanent employees, a 42 percent increase in applications for employment (from 1,182 to 1,678), and a 94 percent increase in individual adjunct faculty/temporary employees hirings (from 403 to 783), without an increase in office personnel.

* The college-supported life insurance was upgraded by conversion to a new vendor, resulting in an increase in employee paid value of supplemental insurance of 295 percent.

* Personnel management systems were improved by developing and implementing a microcomputer-based employee leave accounting system, an electronic spreadsheet/database for Affirmative Action and EEO analysis and reports, and developing a spreadsheet/database for pay analysis for classified and unclassified employees.

* The use of automated systems reduced purchasing order processing time by an average of 20 percent.

* The college started a new adjunct newsletter to keep part-time instructors fully informed.

* The Resource Development Unit facilitated the award of 27 grants or contracts for $2,351,526 in direct funding and equipment which contribute significantly to the college's excellence through student, faculty and staff support.

* The Midlands Technical Education Foundation increased its support of college functions, including over $15,000 in student scholarship awards, over $20,000 for curriculum development, faculty and staff development, and other institutional advancement functions, and over $44,000 in equipment donations for curriculum usage and staff training. The Foundation increased its Net Assets as of June 30, 1990 to $467,000, for a gain of $137,000 over 1988-89.

* The Student Information System was refined to yield more efficient admissions and student records processing.

* The Financial Aid Management System (FAMS) and Mini-PARS automated awards packaging systems were implemented for computerization of missing requirements letters and financial aid awards to students. This process has enhanced communication with students, increased efficiency, and decreased the number of student complaints in the Student Financial Aid area.

* A microcomputer database system for student placement testing was initiated to provide immediate feedback of results to students and upload education planning information to the database for advisor access and retention tracking.

* The use of on-site computer scoring of interest inventories was implemented, thereby eliminating the three week scoring interval previously required for career planning.

* The External Audit report included no management findings or recommendations for the first time in the college's history. Seventeen internal audits were completed, resulting in improved operations and compliance by identifying issues prior to their becoming problems.

* Finance operations and processing were upgraded through staff cross-training, improved unit

financial reporting, automated posting of payroll to financial accounting records, improved records filing, and refinement of automated accounting processes, all of which resulted in a reduction of overtime.

- Increased support of instructional and administrative presentations was provided through production of high quality visual support products ranging from a personalized certificate for the winners of a literary contest to overhead transparencies presented in an Anatomy class, from slides of a program shown by an academic department head to peers at a national convention to a videotape prepared as a budget presentation by the President to County Council.

Community Involvement and Services

Our involvement in and support of our community and fellow professionals expanded in 1989-90 in every area of the college.

- Community testing services were provided to 4,774 persons for 16 professional exams, such as the Education Entrance Exam, the National Board for Respiratory Care, the Certification Exam for Social Workers, and the Automotive Services Excellence Exam.

- The 10th year of ''Educators in Industry'' was held. This course is taught by MTC personnel which provided intensive career training and three hours of graduate credit through the University of South Carolina to educators from seven school districts in the Midlands.

- Seminars and workshops on MTC programs and services were presented by Student Development Services staff at Columbia College, Benedict College, over 20 high schools and middle schools, Wil Lou Gray Youth Services, local prisons, Vocational Rehabilitation Services, the Displaced Homemaker Network, and five local companies. Staff participated in presentations on WIS-TV and WOIC.

- The recruiting staff was very visible in area schools and throughout the community. More faculty members agreed to accompany the recruiters into the schools this year. The marketing staff administered 611 placement tests in the high schools and followed each testing with in-school post-assessment counseling. The marketing unit held a summer job fair for area high schoolers which drew nearly 600 students onto the campus.

- The college served as a training site for USC graduate-level practicium students in the field of Student Personnel Services.

- The college was selected for participation in the U.S. Department of Labor's ''Literacy in the Workplace'' project, with several Student Development staff members trained by the Educational Testing Service to administer literacy testing.

- The college hosted an annual conference for high school and middle school counselors on ''Careers in Health.''

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- A series of in-service seminars for high school educators was initiated with the first sessions serving 20 faculty from the Irmo-Chapin Career Education Center and 45 vocational education teachers from Lexington School District II.

- College displays were exhibited at conventions, including AM90, Business Expo '90, SC Education Convention, SC Industrial Show, Black Business Professionals Seminar, Women's World Expo, Youth At-Risk Conference, as well as in all middle and high schools and high traffic public areas. The college Ambassador Assembly was active once again and represented the college throughout the community.

- The college hosted a regional two-day Department of Education training session for financial aid administrators from two- and four-year colleges in South Carolina, North Carolina and Georgia.

- Hugo relief was provided by numerous student and staff groups. A fund drive was a success; respiratory students helped with victim shock; and the Truck Driver Training class transported needed supplies.

- The Volunteers-in-Tax Assistance program was again offered on the campus to serve those who were unable to prepare their own taxes.

- Midlands was "adopted" by Rosewood Elementary and Davis Elementary schools and faculty provided numerous programs for the schools.

- The Minority "Connections" program emphasizing minority students transfer to four year colleges was cosponsored with USC.

- Five national articles and 31 regional and local articles and feature stories on the college were placed in print and electronic media.

- The college produced numerous brochures targeted to specific community groups. The Trends corporate newsletter was redesigned. Class schedules were mailed to 120,000 households quarterly. The college received recognition for its marketing efforts, including: a first place National Award of Excellence for our 60-second radio spot "Your Next Step;" a national award of merit for the Fort Jackson brochure; a bronze award for best communications campaign in the two Carolinas, Maryland and Virginia; and a silver national award for best two-year catalogue in America.

Institutional Effectiveness

Institutional Effectivness activities increased throughout the college in 1989-90, culminating in the college establishing an institutional effectiveness unit to coordinate assessment activities and the college's national and state leadership responsibilities.

- The college received recognition of its IE efforts including:

(1) selection as one of 11 colleges nationwide to be a "Beacon College" on the topic of IE;
(2) two grants totaling over $75,000 from the American Association of Community Colleges and the State Board for Technical Education to develop model institutional effectiveness programs in 1990-92;
(3) a number one proposal rating among all college proposals made to CHE for instructional improvement;
(4) selection as one of 11 colleges nationally to implement the entry phase of Project Cooperation, a 2 to 3 year pilot project designed to assess value added by the college experience through a variety of student outcome methodologies.

* The state technical system's newsletter on institutional effectiveness was produced in spring 1990.

* The college undertook a strategic planning review that resulted in a Strategic Plan for the 1990s and minor revisions to the Mission and Role and Scope statements.

* A new student evaluation of instruction has been successfully designed and tested.

* A retention-tracking program was developed that will identify high-risk students for the development of proactive intervention strategies.

* Customer service evaluation forms were implemented in all Student Development units, revealing over 90 percent student satisfaction rate.

* The Research and Analysis unit underwent an internal and external review and restructuring of priority research activities, based upon the results of the review.

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

Several significant events highlighted the 1989-90 academic year at Orangeburg-Calhoun Technical College. Enrollment increased by 21% for the 1989-90 fall quarter for technical education programs. Student headcount was 1439, an increase of 250 students. Total enrollment of technical, continuing education and special training programs for 1989-90 was 6,191 which equates to 1,586 full-time equivalent students for the year.

South Carolina's Commission on Higher Education approved the Associate of Arts and Associate of Science degrees to further enhance educational opportunities for students. An Associate Degree program in quality assurance technology was also approved. O-C Tech continued to work with the other 15 technical colleges in the system to convert the academic year from a quarter to a semester format. This task is scheduled to be completed by fall, 1992.

Three new microcomputer labs were developed on campus for academic needs and continuing education use. These labs were equipped with new personal computers with the latest technology available.

With increased economic development of the Santee area in mind, the continuing education division opened a new extension located in the Santee Village Square. The extension gives residents of the Santee area in Orangeburg County an opportunity to participate in both credit and non-credit offerings without having to drive to the college's campus in Orangeburg. It is significant because it was the first time the college established a training facility away from campus.

The college was chosen as a demonstration site for a national project to develop more effective ways of assessing student learning and institutional effectiveness. O-C Tech was one of 12 two-year colleges invited to participate in Project Cooperation, a collaborative effort of American College Testing (ACT) and two councils of the American Association of Community and Junior Colleges (AACJC)--and the National Council for Student Development (NCSD). Over a two-year period, O-C Tech will develop and implement a program for assisting student learning that might also serve as a model for use by other two-year colleges. The focus of the program will be on determining what students have learned as a result of their college experience and on how colleges can facilitate student success and growth.

The Women's Center, funded under the Carl Perkins Sex Equity Program, was implemented to serve high school seniors and drop-outs. The participants involved were introduced to non-traditional career options. Services the students received included assessment, evaluation, personal counseling, and career counseling.

An Alumni Association was created to offer continued support to its graduates, promote and foster continual attachment to the college, among present and former students, and to support the quality of education at O-C Tech.

Upward Bound, a federally-funded program, worked with 50 high school students in grades 9-11. Participating students were first-generation college students whose family income meet the federal guidelines and who have potential to attend college with the academic support system provided by the Upward Bound program. There are three components in the program: the summer component, with six weeks of classes and activities; the academic year component, with Sturday morning classes and tutoring after school; the summer bridge component, which allows seniors to take college courses to transition out of high school and get college credit for courses in which they receive a grade of C or better.

Through the Commission on Higher Education's Access and Equity Grant, the student affairs office received funds to develop and implement programs to encourage minority enrollment in post-secondary education. Programs for recruitment, career development and transfers were implemented.

The office of admissions and student records at Orangeburg-Calhoun Technical College processed and enrolled over 1200 students each quarter in degree, diploma and certificate programs. Student recruiters attended 12 Educational Opportunity programs at 37 area high schools. Other services such as distribution of career information, interest and aptitude testing, were provided to 2500 students in 35 area high schools. Recruiters visited area businesses, industries, chambers of commerce, National Guard units, and community service agencies in an effort to increase the adult or non-traditional enrollment at the college. These efforts resulted in the acceptance of over 1000 students for the Fall quarter of 1990.

In conjunction with computer services, the student affairs office developed a program which identifies retention rates for the college, divisions and departments, and generates a quarterly report. In addition, the college established a retention committee made up of faculty and staff to identify the causes of attrition and recommend solutions.

The business division continued to upgrade their computer literacy with all instructors completing CPT 101 - Introduction to Computers. In addition, instructors in the business division were trained in desktop publishing with Aldus Pagemaker. Desktop publishing was instituted during the Summer 1990 session. All curricula in the Business Division were updated and there are now certificate programs in all areas.

Health sciences division highlights included the radiologic technology program being reaccredited for a two-year period and the medical laboratory technology (MLT) program for a five-year period. Equipment donations from Roche Biomedicals to the MLT Department were valued at $50,000. MLT students had a 100% pass rate on their certification examination. The respiratory therapy program saw a dramatic growth in numbers and received a $3,000 equipment donation from Baptist Medical Center in Columbia. The medical laboratory office assistant department initiated a phlebotomy certification and established a unique simulated medical office in the Health Sciences Building.

The industrial division continued to upgrade its computer literacy with all instructors completing CPT 101 - Introduction to Computers. Machine tool technology instructors received advanced CNC training. The industrial electricity/electronics students developed a voice synthesized and a voice recognition circuit. The automotive technology department acquired a model automobile engine for diagnosing computerized problems. The department head of the diesel program worked with local high schools and churches to recruit students for the diesel program. Certificates are now available for advanced courses in machine tool technology, industrial electricity/electronics and automotive technology.

The technology division had several highlights. The criminal justice department, in conjunction with the Continuing Education Division, began offering constable training as well as recertification training for law enforcement personnel. The electronic instrumentation technology department received $188,000 in new equipment that will facilitate teaching process control.

In the Fall of 1989, the Associate Degree Nursing program had its largest enrollment in the history of the program at the college. The practical nursing program was awarded full accreditation by the National League for Nursing on the basis of a one-year self-study and an on-site visit.

Practical nursing students sponsored a community project in conjunction with the Orangeburg Fire Department to collect aluminum cans for the benefit of children who have been burned. The geriatric care assistant department assisted the college in nationally certifying currently employed nurses' aides. Graduates of the geriatric care assistant program are eligible to be nationally certified.

Developmental studies served a total of 618 students from July 1, 1989 to May of 1990. Of this number, 83 students entered their chosen curriculums on a full-time basis. One hundred seventy-nine students entered on a part-time basis (part developmental/part curriculum), and 98 students passed the GED examination.

The institutional research and development office was formed during the year to coordinate the planning, research and development activities of the college. An institutional effectiveness task force was established and an assessment methodology plan implemented to guide evaluation efforts in response to the Cutting Edge legislation.

The college entered the third year of a five year Title III Strengthening Institutions Grant very successfully. Each of the activities contributed tremendously to the development of the college. Within the Student Affairs component, a career counselor was brought on board and the Career Development Center opened to assist students in career decision-making.

The second Title III activity involved the acquisition of equipment to provide broader access to the resources of the library for faculty, staff and students facilitated by the on-line catalog system.

The return-to-industry program, enabling faculty to re-enter the workforce for a two-week period, was once again popular and successful. Because faculty were the focus of the professional development activity for this year, the conferences and workshops were chosen for their benefit.

The fourth activity, the instructional support center, continues to provide instructional improvement opportunities for faculty and tutorial assistance to students. Course development continued through the development of academic programs in the medical and computer technology fields.

The continuing education division expanded course offerings in scope and number. Apprenticeship programs in the area of tool and die, maintenance and electrical maintenance continued with their second year of training. Additional apprenticeship programs began for model makers and a new phase of tool and die. Two computer operator apprenticeships were also initiated with the United States Department of Labor.

The continuing education division hosted a rural economic development conference. Over 200 business, industry and education representatives from around the state attended.

The Electromechanical Maintenance Resource Center provided state-of-the-art maintenance training for business and industry throughout South Carolina. Services offered by the center included short courses held on the college's campus, on-site customized training, and consulting in specific areas of technology. Some of the participating companies were Milliken and Company, Kimberly Clark Corporation, Ethyl Corporation, DuPont de Nemours, Incorporated, and South Carolina Electric and Gas. The Center also received equipment and software donations valued at over $80,000.

The Initiative for Work Force Excellence program, through a grant from the State Board for Technical and Comprehensive Education, established a Basic Skills Enhancement Lab at Teepak, Incorporated. Basic skills labs also exist in Triangle Tool Corporation, Incorporated, American Yard Products, United Technologies, The Regional Medical Center of Orangeburg and Calhoun

Counties, and for city and county department of public utilities workers.

The Job Training Partnership Act title II-A program served 183 economically disadvantaged students during the 1989-90 year. Training activities included classroom-size projects such as production machine operator/inspector, facilities maintenance, truck driving, child care assistant, warehouseman, and nursing assistant, in addition to developmental education and regular Tech curricula.

The Economic Dislocation and Worker Adjustment Assistant Act (EDWAA) program provided retraining and re-employment services to 80 participants during the 1989-90 funding year. Recruitment efforts concentrated on the Carolina Eastman layoff, coordinating activities with the Carolina Eastman Outplacement Center, Lower Savannah Council of Government, and the South Carolina Employment Security Commission. Over 60 of these students will continue their training into the next program year.

The Single Parent/Homemaker Program exceeded its enrollment goal for fiscal year 1989-90 by serving 52 participants. Services offered included: assessment to determine basic skills level and occupational interest; individual and group counseling to monitor progress and provide support as needed: training to include degree, diploma and certificate programs; short-term training through continuing education for GED preparation or to update basic skills; and job placement assistance upon completion of training.

Special Schools programs conducted within Orangeburg-Calhoun Technical College's service area during fiscal year 1989-90 provided extensive custom-made training programs for 13 industries and resulted in 600 jobs for area citizens who graduated. Area businesses that took advantage of the Special Schools programs were evenly divided between new and expanding industries. Industries served in this area were: Mosler Safe Company, Metal Leve, Incorporated, Fashion Fabrics of America, Guldbrandsen Manufacturing Company, Evans Brothers Process Tank Company, C.W.H. Industries, American Koyo Bearing Manufacturing Company, Carolina Eastman, Hughes Aircraft Plant #1 & #2, Allied Signal, Triangle Tool Group, Incorporated, and Applied Engineering Company.

The Gressette Learning Resource Center installed two CD/ROM databases which provides patrons with automated journal citation retrieval to 300 general interest magazines and access to 2.4 million book records. This database will be used to add book records to the online catalog.

A new award was established through the O-C Tech Foundation--the Bobbie Hidge Wilson Memorial Award which was presented for the first time to a senior in the office systems technology curriculum. Cooper Industries and the Kirsch plant in Orangeburg presented the foundation with a check for $1,500. The annual in-house foundation fund-raising drive was held during the spring, raising nearly $4,000.

PIEDMONT TECHNICAL COLLEGE

Quality is the current buzzword at Piedmont Technical College. All employees of the college are working together to offer quality service to internal and external customers. That sense of quality is evident in the many outstanding achievements the college has had during the past year as well as in its plans for continuing the tradition in the future.

Entering its 25th year, Piedmont is currently making plans for programs to be held during the summer of 1991 to commemorate the silver anniversary. Part of this plan includes the construction of a bell and clock tower at the center of the campus. Celebrating 25 years and moving into the next millennium, Piedmont invited area business, industry, education and community leaders to the campus for a one-day planning session for future educational and training needs in the seven-county area. All college personnel participated in a similar planning day in the spring.

Piedmont will break ground for its new 40,000 square foot Library/Leaning Resources Center in September. The present library will be converted to classrooms. The Health Sciences Building will be expanded by 12,000 square feet. Construction on both buildings will be completed by September 1991. Scheduled for completion in another month are renovations to the Construction Management Technology Building and the Kateway Building, which houses continuing education's health/safety programs.

FOUNDATION

Piedmont Technical College's Foundation had an exciting and busy year initiating a major gifts campaign commemorating the college's 25th anniversary. The initial kick-off dinner in January honored a longtime supporter of Piedmont and technical education--John S. Coleman. In the spring, campaign luncheons and dinners were held in Piedmont's seven supporting counties. Business, industry, government and community leaders pledged their support to the campaign and Piedmont. The Foundation received a challenge grant from the Self Foundation for $34,000 to be used to purchase computer equipment for the development studies program. In mid-summer, Piedmont was notified that it was a recipient of a Strengthening Developing Institutions grant (Title III). The three-year grant will be used to improve the college in three areas--administration, academics and student development. The foundation also presented scholarships to seven first-year students and three second-year students. The foundation also received a $5,000 donation from NCNB.

ACADEMIC HIGHLIGHTS

A highlight of the 1989-90 academic year was the approval of the AA/AS college transfer program at Piedmont by the Commission on Higher Education. This approval helped facilitate the negotiation of several articulation agreements with state supported and private colleges around the state. One of these agreements is with Lander College in Greenwood. Both colleges are working to finalize several joint innovative projects such as faculty sharing and contracting of courses. Dr. Richard Garrett, superintendent of Abbeville School District, was elected chairman of the coordinating board for Tech Prep, co-sponsored by Piedmont and 10 area school districts. The first phase of Tech Prep began in September with a review of curriculums in the public schools in anticipation of implementing a pre-tech sequence of courses. Computer technology classes got a boost with the addition of an AS400 Lab, the latest IBM computers to hit the market. The lab houses 22 terminals and greatly expands the skills that can be taught to students as they prepare to enter the work force. Piedmont's AutoCAD lab also received IBM Model 55 personal computers to be used for teaching AutoCAD to employees of local businesses and industries. A new IBM Model 30 lab is being used to teach business curriculum students. A grant from the Commission on Higher Education will enable the college to develop teaching strategies for addressing three general competencies--problem-solving, professionalism and learning to learn.

SPECIAL PROGRAMS

The Governor's Work Force Initiative had a successful year with more than 8,000 employees in the seven-county area attending orientation programs. Some 4,000 of those were tested to determine skill levels, and almost 1,000 have entered training programs. Piedmont's initiative has entered into several cooperative programs with adult education and Literacy Councils in several counties. The Alumni Association continued to sponsor short seminars on topics of interest to area alumni. The association also raised more than $5,000 in pledges during its annual phonathon in May. The money is used to award scholarships each year.

The college's JTPA program reached more than 340 economically disadvantaged residents through the Title II-A program and 108 dislocated workers in the EDWAA program. The highly successful Diversified Career Training project had an 87 percent rate of employment. JTPA initiated a computer assisted instruction projected targeted toward welfare recipients. This project provides instruction in the basic skills as well as employability skills. Students are taught using individualized computer program supplemented by small group instruction.

CONTINUING EDUCATION

Once again Piedmont's continuing education programs have reached into the communities of our seven counties and offered something for everyone. From basic computer classes to supervisory development training to career upgrading courses in a variety of areas, Continuing education has broadened its offerings to reflect the ever changing needs in the area. As a result of a major interest in quality, Piedmont added a quality/management training center. Local businesses and industries have been able to take a myriad of courses in the area of quality including problem solving and statistical process control. Another new program in this area is pre-employment training. Several industries have co-sponsored this program as a way to gather a pool of qualified job applicants. The continuing education division continues to work closely with PEP (Piedmont Excellence Process), a group of area business, industry, health, service, education and government leaders who are interested in the total quality concept. PEP sponsors bi-monthly dinner meetings featuring guest speakers who discuss various quality topics in all sectors (health, manufacturing, service, etc.). The second quality conference co-sponsored by PEP and Piedmont in November drew more than 350 representatives of approximately 85 companies in the area. The one-day event featured such notable speakers as Rob Payan with Florida Power and Light (a Deming Award winner) and Paul Noakes with Motorola (Malcolm Baldrige Award winner last year). Continuing Education also joined the other technical colleges in working with the S.C. Highway Department to offer CDL (Commercial Driver's License) training.

STUDENT DEVELOPMENT/ACTIVITIES

Piedmont's student development division provided students with opportunities for excellence, success and innovation throughout the year. Individuals and organizations excelled in the areas of academics and extracurricular activities. In its efforts to educate high school students about the many possibilities a technical education offers, Piedmont hosted more than 1,500 area high school students at four career fairs in the fall and spring. Also, for the first time, 650 junior high school students from Greenwood visited the campus for a tour and career informational program. A minority recruiter, Rodney Robinson, was added to the student development staff. Robinson will work with Elnita Lipford, coordinator of the Access and Equity Grant, to establish a College/High School Partnership Program to help in the recruitment of minority students. The new program will identify 50 minority high school students who do not have secondary education plans and work with them to increase their interest in higher education. Another new program that will be implemented this fall is the Piedmont Technical College Ambassadors. Outstanding students will be selected to represent the college at events throughout the year. Each will receive scholarship assistance from the college's foundation. Piedmont saw its newly implemented Adult Learners Program enjoy great success during its first year. A series of classes take potential students through the process of enrollment, curriculum selection, studying for tests and taking the placement test. There is no charge for the class. Students once again had the opportunity to talk with more than 40 employers from around the state at the annual Employers' Fair held in the spring. Other outstanding achievements during the year include:

-- Karen Leverette, an automated manufacturing technology and engineering graphics technology major, received many top honors at Honors Assembly in May including the President's Award. She also received the first Educational Resources Foundation Scholarship awarded last year.

-- Piedmont's Student Government Association was selected Most Outstanding Technical College SGA at the Spring Leadership Conference in Myrtle Beach.

-- Fourty-four academic, extracurricular achievement and outstanding graduate awards were presented to students at the annual Honors Assembly in May.

-- Elliott G. Woodson, computer technology major, was one of five South Carolina students to receive a $750 scholarship from the S.C. Association of Data Processing Directors.

-- Olly Garrison, veterans coordinator, was elected president of the S.C. Association of Veterans Administrators.

-- The fourth annual Student Services Conference drew participants from nine states. Programs highlighted innovative student development programs and offered opportunities for sharing ideas with colleagues in other states.

-- Spring and fall guidance advisory committee meetings brought area junior high and high school counselors to the campus for informational programs and tours.

- Sixty-seven students, faculty and staff participated in the second Fall Leadership Retreat. The retreat brings faculty, staff and students together for a weekend of sharing and team building activities.

SPECIAL EVENTS

- The fourth annual Old Fashioned Fourth of July Family Fun Day had its first sunny skies and a record turnout. Several new events were added, including a sock hop after the fireworks and a dog show.
- Seventeen area high school students participated in the annual vocational welding competition sponsored by Piedmont's Welding Advisory Committee at the college.
- The college formed a Health and Wellness Committee. One of the committee's first activities was to lay out a one-mile walking route around the campus. The committee also sponsored two blood pressure screenings and one cholesterol screening.
- The college's health science department sponsored a health fair in May. More than 200 students, faculty and staff participated.
- The University of South Carolina expanded its M.B.A. program facilities at Piedmont. The satellite center at Piedmont was one of five facilities in the state to be expanded.
- The college participated in the sixth annual Palmetto Industrial Trade Show (EXPO '89) at the Palmetto Exposition Center in Greenville in October. Piedmont's booth featured an IBM 50 computer interfacing with Microbot to simulate a manufacturing assembly process.
- College officials met with former and current Laurens County Board of Visitors members and elected officials to discuss plans to provide more services to residents of Laurens County.
- Second-year building construction technology students constructed a 32 foot by 48 foot maintenance facility for the Greenwood County airport last summer. Student involvement in the project began with compiling the supply list and ended with the completion of the building.
- The college's first graduating associate degree nursing class had a 96 percent passing rate for the State Board of Licensing Examination (NCLEX-RN) given in July 1989.
- The 13th annual Foothills Skills and Crafts Show attracted more than 2,000 area residents on October 14. Sixty crafters participated.
- Representatives from Delta Airlines visited Piedmont to talk with machine tool technology majors and area vocational students about career opportunities.
- The college participated in the fourth biennial Automated Manufacturing Show (AM90) at the Palmetto Exposition Center in Greenville April 3-5.
- The fourth Economic Development Conference was held at Piedmont on April 30. Co-sponsored by Piedmont and the Upper Savannah Council of Governments, the one-day conference focused on Europe 1992 with its theme "Global Changes, Local Challenges."

BUSINESS/INDUSTRIAL RELATIONSHIPS

Piedmont continued to strengthen its business and industrial relationships throughout the year by responding to the needs of its customers--through regular curriculum and continuing education courses. The college worked with Monsanto to initiate a training program designed to provide operators with mechanical and electrical skills. The third group will complete the program this summer and a fourth group will begin this fall. After completing several qualifying courses on their own, employees are released from work to attend Piedmont for three quarters of 40 hours per week training.

Five industries made announcements of openings or expansions in the college's support area this past year. Openings include Federal Paper Board in Prosperity, Professional Mills in Abbeville, Alberrie Southern in Edgefield and Sara Lee in Greenwood. Fuji announced it would be expanding its operations to include VHS videotapes. More than 600 employees were trained through the college's Special Schools program.

TECH LEADERS

Piedmont's SCTEA Outstanding Educator nominees for the 1989-90 year were Rosalie Stevenson, faculty; Martha Barnette, support staff; and Dale Wilson, administrator. John S. Hammond, vice president and general manager of Glassmaster in Newberry, was appointed to Piedmont's area Commission. Charlie Baumeister, former dean of the technical and business divisions as well as interim vice president for education affairs, died in May. Al Burnett, who taught in the industrial electronics department when Piedmont opened in 1966, died in August. Burnett was a member of the technical education system before coming to Piedmont.

SPARTANBURG TECHNICAL COLLEGE

The 1989-90 fiscal year proved prosperious for Spartanburg Technical College bringing an enrollment increase, new academic programs and numerous campus improvements.

Spartanburg Tech saw a 14 percent increase in opening quarter enrollment over 1988. The increase was contrary to the college's predictions of a decrease in enrollment based on a low unemployment rate. Traditionally, studies have indicated that the college's enrollment is directly correlated with the unemployment rate. Spartanburg Tech looks to the increased demand for employees with education beyond high school, and the strong career and continuing education programs offered at the college as two primary reasons for the enrollment increase this year.

Deans of each of the college's academic divisions began work on the conversion of the college's degree, diploma and certificate programs to a semester format. All the divisions are at or ahead of schedule. All program models were converted to a semester format and approximately 50 percent of the 232 courses have been converted.

This past year five of the college's programs were reviewed and re-accredited or re-licensed by their accrediting boards. These programs were radiologic technology, electronic engineering technology, mechanical engineering technology, civil engineering technology and electronic engineering technology-technical scholars.

Spartanburg Tech obtained approval in 1989 to implement the Associate in Arts and Associate in Science degree programs. As a result, the Arts & Science Division spent the academic year hiring faculty, purchasing equipment and setting up new laboratories in preparation for the first class of students slated to begin classes in September 1990.

The college's Health Sciences Division expanded its curriculum offerings to include a Dental Assisting and a Child Development Assisting program for evening students. For the first time students will be able to complete a Health Science program at night. The Dental Assisting Program, which includes four quarters of evening classes and one quarter of day classes in clinical rotations, is the first program of its kind in the state.

Spartanburg Tech completed one year with the first class of Ford ASSET (Automotive Student Service Educational Training) students. The program was well received by the students, Ford dealers and Ford Motor Company. A second class was authorized by Ford Motors in the spring 1990, and students began classes in June.

In addition, the college received approval to offer a one-year certificate program in Textile Management. Tech anticipates starting this program with a full class. Eight companies have committed to provide 25 new scholarships for students enrollment in the Textile Management program.

During 1989-90, Spartanburg Technical College received more than $750,000 in grants. This money was used to fund programs for minorities, women, veterans, sensory impaired individuals and other students with special needs. In addition, two grants from the Appalachian Regional Commission helped the college purchase equipment for programs in Electronics Engineering Technology and Industrial Maintenance Technology. The Governor's Work Force Initiative, along with ARC, helped provide better trained students to area business and industry.

October 1989 marked the beginning of year four in Spartanburg Technical College's Five-year Quality Assurance Activity. The fourth portion of the college's 2.2 million dollar grant from the United States Department of Education's Title III Office was $242,663. Activities focused on quality assurance activities for curriculum programs, new financial development initiatives and activities to improve student retention.

This year, Spartanburg Tech faculty have been heavily involved in the college's Quality Assurance program. The Title III Quality Assurance Project funded a curriculum renewal process. Over the past four years, 80 percent of the college's 232 courses have been updated. The course syllabi have been expanded to provide a comprehensive competency based curriculum guide. This expanded guide will help provide better consistency of instruction.

In conjunction with the college curriculum assurance efforts, Spartanburg Tech contracted with the University of South Carolina at Spartanburg to provide two graduate-level educational courses for faculty. Twenty-four faculty completed the course on test construction, and 16 completed the Methods of Teaching course.

As part of Title III, the college sought to enhance its understanding and capacity for acquiring private sector funds from the local area. Spartanburg Tech focused efforts on education of the college's personnel and governing board. The capability and capacity of the college's leadership to acquire private sector funds was enhanced through workshop participation, conference attendance and college examplary site visitations.

The college's Student Services Department improved its support to students through various title III funded projects as part of a planned Student Retention Activity. A retention task force was appointed to assist in the implementation and evaluation of the activities. In addition, a six-month study was initiated to analyze attrition at the college. As a result of the study, a definition of attrition was developed, high risk characteristics were identified, and a mechanism to monitor attrition on a quarterly basis was developed. In an effort to improve academic skills assessment and appropriate course placement, Student Services pilot tested and adopted a new entrance assessment, the American College Testing's ASSET Program. A new Admissions Resource Career Center was established to assist applicants in making realistic, informed career decisions. The new center houses a variety of self-help career materials, a battery of interest inventories, and a computerized career-decision making system. To further assist applicants, a career exploration and development course was developed and offered beginning June 1990.

The college's student support services program, called Success Network, provided assistance to 265 qualified applicants in 1989-90, assisting 84 percent more students than in 1988-89. This program was refunded by the federal government for another three-year period. Financial aid for students continued to increase with Pell Grant funds increasing by 75 percent in 1989-90. Scholarship funds increased approximately 100 percent.

The Women's Center at Spartanburg Technical College served over 400 women this year through grant funded services for single parents and displaced homemakers, female high school dropouts, career workshops for women in the community, support groups for women enrolled in non-traditional career fields, and a quarterly newsletter dealing with women's issues.

In 1989, the Sensory Impaired Program at Spartanburg Tech was designated as South Carolina's affiliate program with the Postsecondary Education Consortium (PEC) at the University of Tennessee in Knoxville. The program served 34 students during the 1989-90 academic year including 30 hearing impaired and four visually impaired students ranging in age from 18 to 44. While the majority of these students were enrolled in business programs at the college, students pursued degrees in the engineering, health sciences and industrial areas as well.

The Continuing Education/Industry & Business Training Division at Spartanburg Tech held

416 classes during the 1989-90 year, training 4,671 students. Seventy-one basic skills classes enrolled 900 students through the Governor's Initiative for Work Force Excellene. The division held 224 classes for Spartan Food Systems, Inc., training 1,072 people. In addition, long-term training programs in welding, pipefitting, blueprint reading and mill wright began at Sanders Brothers in Gaffney. Long-term training at Owings Corning began in CNC (Computer Numerical Control), blue print and sheet metal. The division worked with Michelin Tire Corporation to provide machine operator certification training to 21 students.

To assist truck drivers in passing the new Commercial Drivers License (CDL) examination, Spartanburg Tech has developed a 16-hour basic course to prepare students for the general knowledge portion of the CDL written test. Three additional four-hour courses are available to successfully complete written tests required for special license endorsements for passengers vehicles, trucks transporting cargo, and tankers transporting hazardous materials. This year, 300 people participated in the CDL training courses, which will continue through April 1992.

During the 1989-90 year, the Local Area Network (LAN) was expanded to provide access and connectivity in all campus buildings. The completed expansion yielded 187 connected ports within the Management Information System (MIS). Over 11,000 feet of cable was added during the year.

For the second year, Spartanburg Technical College was selected in 1990 to receive the first place award for landscaping and maintenance presented by the Spartanburg Area Chamber of Commerce.

SUMTER AREA TECHNICAL COLLEGE

Sumter Area Technical College experienced several milestones during 1989-90.

- A continuing trend of fall enrollment increases resulted in the enrollment of 1834 students in fall 1989. The enrollment was the highest in the college's twenty-seven year history, as was the 1989-90 unduplicated headcount of 11,630. The enrollment represents a six percent increase over the fall of 1988, and an eleven point gain over the fall of 1987.
- The increase in enrollment was especially dramatic in the college's Associate Degree program in nursing, where enrollment jumped from 138 to 170, a 23 percent increase over the previous year.
- College faculty and staff faced enormous responsibilities with the repair of the campus facilities after Hurricane Hugo in 1989-1990, as well as the task of rescheduling activities and returning the campus to a ''normal'' routine.
- The college also helped area residents in the Hugo recovery process. Revised financial aid distribution and sponsorship of a workshop entitled ''Peoples Law School on Hurricane Damage Information and Assistance'' were among the projects included in the recovery efforts.
- The college awarded scholarships to 37 ''Technical Scholars,'' and sponsored several financial aid workshops, to assist students in covering the cost of a college education.
- Implementation of the new AA/AS degree programs was begun, with recruiting efforts including advertising, a handout and a direct mail campaign.
- The college also implemented computerized placement testing and added daily placement testing to the services offered at Shaw Center.
- Shaw Center also established a program to offer credit classes on Saturdays, beginning fall 1990. Credit courses are now presented in all four counties of the service area on a regular basis. The Shaw Center's programs and staff contributed to an enrollment increase of 112% from winter 1988 to winter 1989.
- Sumter Area Technical College was involved in AM90, marking the first time that the college participated with a separate display. The institution placed displays at several other events, including Earth Day in Columbia at the State Museum. The Earth Day Display featured the environmental programs offered by the college, and was coordinated with Sumter High School's Environmental Club, which shared the booth space. First year participation in Business Expo was also accomplished in 1989-1990.
- Nurse's aide training and/or testing was conducted for every nurse aide in the four-county service area. The program was selected by DHEC as a national test site.
- A series of publications and advertisements was developed by the college, focusing on the theme "Meeting the Challenge of the 90's" Two other programs, Reveille '90 and Summer Search '90, were activated to establish and maintain contact with prospective students who have not committed to attending the college.
- The college went "live" with Series Z Fiscal Records and Purchasing Systems and completed initial training for all users.
- The college completed the first phase of the quarter-to-semester conversion process.
- A minority affairs committee was established to follow through on the college's commitment to affirmative action.

- The college completed its second year of participation in Employment Expo, a cooperative effort with local colleges and business, designed to match college students with local employers.
- The progress toward beginning construction of an allied health building continued, and the Nursing program received support and approval for doubling its size.
- The continuing education division experienced continuing enrollment increases, and successfully presented the first constable training program during 1989-1990. Continuing education contact hours increased by 45% over the previous year. Programs presented include programmable logic controllers statistical process control and tractor trailer driver training.
- The Environmental Training Center (ETC) continued to expand its role in statewide training of employees who work with water treatment, wastewater and hazardous waste. It also participated in Earth Day activities and other relevant displays and promotions.
- Jones Chevrolet and General Motors donated a new 1990 Chevrolet Beretta to the college's automotive technology department.
- Sumter Area Technical College also emphasized an effort to further expand the number of articulation agreements in 1989-1990. Articulation agreements with St. Leo College and Morris College were established.
- The institution implemented a media habits marketing research program to determine the most effective means of advertising to its prospective students.
- Student Employment Salute Week was sponsored by the college to salute and honor students, employers, advisory board members, staff and faculty who support cooperative education and placement.

TECHNICAL COLLEGE OF THE LOWCOUNTRY

The beginning of a new decade brings a sense of focus to the campus of the Technical College of the Lowcountry (TCL). It reflects more than a change in our name. Now in our second year as TCL, many advances forecast our focus for the future. As the college continues to experience incremental growth by instituting new educational opportunities for its students, it is increasing its effective participation in the economic development of our community, as well. From the new AA/AS degree programs to the improvement on the physical plant, the college's Master Plan is implemented with care and concern for the students and communities TCL serves.

INSTRUCTION ACHIEVEMENTS

The instructional division installed many new programs during the 1989-1990 year. The approval of the Associate in Arts/Associate in Science degree programs has paved the way for the college to provide opportunities to many people in the area who previously would not have been able to work toward a B.A. degree. The college has signed articulation agreements with Fisk University, Shaw University, East Tennessee State University, LeMoyne-Owen College, St. Augustine's College, Tennessee State University, Paine College and Limestone College. The college has also added programs to earn technical certificates in basic electricity, retail sales, navigation/communication (avionics I), and two technical certificates in human services. The college opened its IBM PALS Lab. This lab provides instruction for prospective students who are not ready for college work to improve their basic skills before entering a program at the college. The number of graduates (181) forced the college to use a site off campus to hold commencement exercises. Including the 90 graduates who marched, the TCL faculty and staff, and the guests of the graduates, there were well over a thousand people in attendance.

SPECIAL PROGRAMS

In its commitment to increasing its quality and effectiveness, the college has established an institutional effectiveness program. Each college division (finance, instruction, and college and student development) established an assessment committee which assists its units in the assessment of the effectiveness of their plans and the attainment of their objectives.

In answer to the nursing crisis in the area, the college has formed a ''Partnership in Education'' with Beaufort Memorial Hospital. The partnership will assist in increasing the number of qualified practical nurses and Associate Degree nurses by working together to improve facilities and equipment.

Technical College of the Lowcountry is one of the twelve two year colleges in the country to be selected as a demonstration site for Project Cooperation. Project Cooperation is a nationwide joint project of the National Council of Instructional Administrators (NCIA), the National Council for Student Development (NCSD), and American College Testing to determine the correlates between the early assessment instrument (ASSET) and an outcomes assessment (CAAP). TCL was the first college in South Carolina to adopt the ASSET program and has received recognition as a national leader in the field of entry assessment for two year colleges. TCL along with American College Testing hosted the first national ''ASSET Users'' Conference on Hilton Head, South Carolina this past year.

STUDENT AND COLLEGE DEVELOPMENT HIGHLIGHTS

Providing our students with not only academic opportunities but also with lifestyle improvement has always been one of the college's top priorities. This past year has been no exception. The Financial Aid Office added seven new scholarships; and the TRIO Programs at the college were funded at the level of $400,916, an increase of over $60,000 from the previous year. This allowed the programs to reach more people while increasing the service to them. The college has also continued in its commitment to assist students to secure applicable employment after their graduation by increasing the role of the Career Center and its Employment Service. The college's program allows for active interaction of the Career Center personnel with the leaders of local industry to find available jobs for our students; also, the employers can call us directly when they need someone withe the training the college provides. This past year, Careers and Choices has expanded its program to provide career and secondary education counseling to eight high schools. This program has been so successful, it was selected by the AACJC Board to be presented in forum format at the annual conference in Seattle in April, 1990.

CONTINUING EDUCATION

The continuing education department has expanded not only its course offerings but its interaction with the community and local industry. The department implemented its own schedule of course offerings to appeal to its own particular market. The department increased its course offerings by 30% each quarter in 1989-1990. In working with local industries, the continuing education department set up industry-specific programs for Beaufort County Schools, Atlantic Industries, Palmetto Electric, MCAS, Sea Pines, Marsh Island Development, Har-Tru Clay Court Maintenance, Marriott/Mariner's Inn/Westin/Hyatt, Hargray Telephone, United Telephone, Case Western Reserve, Lowcountry Council of Governments, and SC Heat Pump Association. Also, for professional on-site training the Department introduced Quickshots, a program of mini-seminars on topics ranging from dealing with stress to editing.

FOUNDATION

During the past year, the Technical College of the Lowcountry's Foundation has continued to increase support for the College as it raised funds for scholarships, equipment and professional development. The TCL foundation established partnerships with corporations such as Alcoa, International Paper Realty, Weyerhauser Inc., United Telephone and local businesses. Funds raised by the Foundation Annual Faculty and Staff Campaign increased significantly in 1990. These funds were used to purchase the ''Connections'' program. ''Connections'', produced by ued this past year. Much of the landscaping has been replaced or improved upon and signage has been installed all over campus to help everyone more easily locate offices and classrooms. Two of the parking lots have been paved and landscaped, and renovation on three buildings has begun. The college has also moved into a new center on Hilton Head that contains more space for administration and classes.

TRI-COUNTY TECHNICAL COLLEGE

While taking steps to advance its own position as a world-class technical college, Tri-County Technical College instituted programs and services to help commercial enterprises in Anderson, Oconee and Pickens counties compete globally.

The college officially opened the state's first World Class Training Center (WCTC) on March 13. Funded by membership fees, the center had seven members by the end of the year, six manufacturing industries and a utility company, and eleven other companies had provided special training to their employees through the center.

The WCTC marshals all of the college's resources into one brigade to help area businesses and industries fight the global economic battles by providing specialized training in world-class concepts.

The center faculty teach world-class concepts through specially designed courses, seminars and workshops dealing with manufacturing processes, service, basic and advanced experimental design, statistical process control (for managers, engineers and technicians), and team problem solving. Other programs are customized for the member companies.

All services of the center emphasize such world-class concepts as quality, inventory, maintenance, employee training, automation, marketing, management and research.

In a step toward self-improvement, the College Statement of Purpose was updated to better communicate Tri-County's purpose and mission to the community.

A new planning process was instituted, involving the entire college community. As part of the new planning, the Area Commission adopted nine five-year strategic goals that emerged from a series of on-campus and off-campus meetings. The goals address faculty and staff development, competitive faculty and staff salaries, student competencies, faculty growth, minority faculty/staff/student representation, computer utilization, marketing, equipment and facilities development, and increased partnerships and financial support from area employers.

Under the Strengthening Institutions Program of the Higher Education Act, Title III, the U.S. Department of Education awarded $414,638 to fully fund the first year of a five-year project that cuts across most of the college's strategic goals and will affect the entire college community.

Over the five-year period, the total grant could amount to as much as $2.5 million, masking it the largest grant in the 28-year history of the college.

The grant was awarded June 15, and the project will begin October 1.

Over the next five years, the grant will improve the college's ability to manage its resources and assess its effectiveness, recruit and graduate more students, develop and implement a student competencies plan, open a writing center, introduce a college-wide computer integrated manufacturing curriculum, and emphasize its training in health careers.

At the end of the year, plans were in place for the continuing education division to move into its new 22,000-square-foot building at the northwest end of Front Drive by the beginning of the Fall 1990 quarter. Through continuing education programs and Special Schools, the one-story structure is dedicated totally to the economic development of the three counties. With offices, classrooms and labs for continuing education occupying most of the building, an area in the west end of the building was designed for Special Schools and can be used as a single room, two rooms or three rooms.

The gradual move into the Library/Administration Building began in August and concluded about six months later, ending eight years of planning and almost two years of construction. The

Learning Resources Center, including the library, moved into two-thirds of the 55,000-square-foot structure in August. Within the next six months, the remaining offices moved in: business office, management information system, institutional development, special schools manager, Governor's Initiative for Work Force Excellence director, president's office, executive vice-president, dean of instruction and public relations.

The three-story, five-level contemporary structure also houses meeting rooms for on-campus and off-campus groups, a community room and several support functions.

The facility responds to citations from the Southern Association of Colleges and Schools accreditation teams which had called for expanded library space. Responding to this need resulted in vastly improved services to the students.

Enrollment this year increased every quarter over the corresponding quarter of 1988-89. The total headcount of 15,547 students is a six percent increase, and kept the college as the fourth largest, in terms of total headcount, in the Tech System.

The Governor's Initiative for Work Force Excellence provided special programs and services to 678 workers in 23 factories of 13 companies. In addition, the faculty developed a contextual math manual and class for employees in the textile industry, the number-one employer in the three counties.

A grant from the Society of Manufacturing Engineers funded a consortium for the development of four lab modules to be used in principles of technology, a course already being taught in the high schools.

Tri-County's industrial and engineering technology division, electronics engineering technology department and automated manufacturing technology department worked with the faculty at McDuffie, Pendleton, Liberty and Walhalla high schools to design the lab modules. Plans are to eventually include all high schools in the area and to design additional modules.

The program shows high school students how the concepts that they learn in their high schools are used in engineering technologies at Tech and in area industries.

A newly formed Access and Equity Advisory Committee became active this year in recommending ways for the college to attract more minorities into the classrooms and offices at Tri-County Tech. Subcommittees and goals were established.

Throughout the educational programs, curricula were revised to reflect the advancing technology being used at the work place. With the addition of hardware and software and an expanded VAX capacity, computer literacy courses and computer technology were added in many curricula and in continuing education.

TRIDENT TECHNICAL COLLEGE

Trident Technical College rode into the new decade on the wake of record enrollment figures throughout 1989-90 fiscal year. The college experienced the largest enrollment in its 26-year history in fall quarter 1989 with 6,482 students, an increase of 13 percent over the previous fall quarter, generating a full-time equivalency of 4,393, an increase of 15 percent. Full-time equivalency for the fiscal year was up 11 percent over the previous year.

College transfer programs continued to be Trident's largest and fastest growing program. Students enrolled in Associate in Arts and Associate in Science programs leaped to 838, a 50 percent increase over the previous year. The number of graduates from all programs was up 14 percent in 1989, to 682.

ACADEMIC AFFAIRS

Trident signed a "2+2" agreement with the University of South Carolina's College of Engineering, allowing students to complete an associate in science degree and transfer to USC to complete a bachelor of science in engineering.

The college restructured its division of engineering and industrial technologies to include a general technology program, offering an associate in occupational technology degree with emphases in air conditioning/refrigeration mechanics, automotive mechanics, diesel equipment mechanics, industrial electricity/electronics, machine tool and welding. The division also began offering 14 certificate programs in these and other industrial automobiles from area dealerships for use in instruction.

Other new programs initiated this year were certificates in human services, diagnostic medical sonography, printing, hospitality management and supervisory development in the hotel-motel-restaurant industry. French was added to Trident's growing foreign language offerings, attracting 253 students the first year.

Trident's health sciences faculty moved into the new $6 million Health Sciences Building, completed ahead of schedule in the spring. The medical assisting, nursing-ADN and nursing-PN programs received national accreditations from their respective accrediting bodies, while the dental hygiene program received accreditation eligible two-year status.

The division of hospitality and tourism was created to include Trident's culinary arts technology and hotel-motel-restaurant associate degree and certificate programs. The division catered approximately 400 campus events during the year.

The division of public service was established in January, bringing under one umbrella the paralegal, legal assistant and criminal justice programs and the public safety department.

Trident was named a training and support agency for the OSIRIS system as a result of involvement in training for the Charleston County School District. The college also received formal recognition from Autodesk Inc. as a Top 20 AutoCAD training center. An accounting faculty member developed and successfully ran a CAD to MAPICS interface using data collection service/manufacturing interface software, to become the only person in the country running the program in an academic environment. Other faculty assisted the Trident Chamber of Commerce with dBASE III programming, producing a directory using desktop publishing and planning future hardware and software needs. Trident participated extensively in the IBM Computer Integrated Manufacturing Alliance of 72 selected colleges and universities, and helped develop the statewide CIM certificate program.

Electronic publishing and design was incorporated into the Commercial Graphics and Office Information Technology programs, involving the development of seven new courses. Commercial graphics students designed, illustrated and produced the college's student handbook using Interleaf, a revolutionary software package ideal for large publications.

Learning Resources Center staff completed an inventory of the college's library collection using an electronic barcode scanner, becoming the first among area academic libraries to implement this system.

STUDENT AFFAIRS

Hurricane Hugo

Trident's service area of Berkeley, Charleston and Dorchester counties was the hardest hit region in the country by Hurricane Hugo. In response, the college initiated special programs to retain and assist students who lost homes, jobs, books, child care facilities and other needed services. Funds for student emergency loans were increased through two emergency loan funds in the Trident Technical College Foundation, and special scholarship funding was arranged through other sources. The college coordinated a variety of services, including counseling, a book loan program, a temporary day camp for students with young children and the distribution of emergency supplies, services and household goods donated by other students, faculty and staff.

Berkeley Campus served as a FEMA and Red Cross center, housed electrical and telephone linemen from several states, and received visits from Marilyn Quayle and other federal, state and local dignitaries. Palmer Campus provided employment training in roofing in partnership with the City of Charleston, and also became the site for a one-year building trades training program, funded through a $75,000 grant from the Kellogg Foundation.

Student Aid

Trident continued to make strides in assisting students with student aid and other means to make college financially feasible. Pell Grants were awarded to 1,732 students during a nine-month period, 21 percent more than the previous year. More than 850 students received Supplemental Educational Opportunity and/or Guaranteed Student Loan funds. More than 1,500 veterans and active duty service personnel received $3,500,000 in Veterans Administration and Military Services educational benefits.

Job Placement

Student earned a record $1,439,434 in off-campus salaries from employment generated through the Job Location and Development Program. The job placement/co-op office processed 1,428 job orders from employers and distributed 6,394 job referrals to students and graduates.

Trident's cooperative education program grew to an enrollment of 305 students, representing an incredible 853 percent increase over the past five years. The college's co-op agreement with the Charleston Naval Shipyard continued to expand, including students in office information technology. The new associate general technology program was developed primarily to meet the needs of the Shipyard co-op program. A new cooperative education agreement was signed with the Navel Weapons Station, making Trident a feeder for the Weapons station and Polaris Missile Facility.

Apprenticeship training opportunities expanded with a second shift program at Robert Bosch Company, a new general mechanics program at Westvaco and a new mechanical apprenticeship program at TEEPAK.

The Educational Opportunity Center served 2,456 clients with 120 workshops and seminars between September 1989 and May 1990. Counseling, technical assistance and other information were provided to 763 secondary school clients and 2,488 community clients during that period.

Student Success Center

Trident established a Student Success Center encompassing the offices of learning assistance services, testing services, counseling and career development services, centralized academic advising, student support services and the single parent/homemaker program. The services will be consolidated in one central location with the construction of the College's new $4.9 million student center. Ground was broken for the 38,400-square-foot center in June with completion scheduled for fall 1991.

Testing Services expanded its services to Berkeley and Palmer campuses with an all computerized placement testing format.

Student Activities

Trident's Student Activities office provided more than 50 programs for students which focused on educational enrichment, cultural awareness and social interaction between students, faculty and staff. Student organizations completed 128 service projects, including more than 2,100 hours of volunteer service, and 102 fund-raising projects. New organizations chartered during the year were Le Cercle Francais (French club), Single Parent Homemakers, Society for Medical Laboratory Technicians and Student Practical Nurses, bringing the number of student organizations to 28. Nearly 500 people attended the annual Awards Day ceremony to recognize the accomplishments of the college's outstanding students and organizations.

INSTITUTIONAL ADVANCEMENT

Trident was awarded a 10-year Reaffirmation of Accreditation by the Southern Association of Colleges and Schools. The reaccreditation was the result of an exhaustive two-year institutional self-study and an intensive on-site review by a 17-member visiting team.

Development office personnel worked with faculty and staff to develop grant proposals resulting in $1,795,429 to fund innovative programs. Awarded by the South Carolina Commission on Higher Education, the Minority Access and Equity grant funded partnership activities with Burke High School and special recruiting programs for minorities.

The Trident Technical College Foundation announced the creation of the Hollings Endowment Fund, which will award a scholarship to a student from each public high school in the Trident area. The college's Alumni Association also awarded academic scholarships to 10 Trident area residents.

For the first time, Charleston County participated along with Berkeley and Dorchester counties in QUEST, Trident's annual academic competition for sixth through 12th graders. More than 900 students from 39 schools took part in four levels of competition in math, science, social studies, public speaking, composition, French, Spanish and computers.

The Governor appointed a new Area Commissioner during the year. Robert B. Kizer, owner of KMK Technologies in Charleston, began a term as a Charleston County representative.

Information Services

The college restructured several departments to create a new information services department, incorporating the offices of research and planning, user support services and computer services. The new department initiated the opening of a faculty/staff computing center, designed to provide faculty and staff with the resources necessary to receive self-paced interactive training, evaluate software and prepare instructional materials.

Marketing Services

The college's marketing services office developed and produced in cooperation with media services a five-minute recruiting video targeted toward high school students. Television and radio commercials produced by the two offices earned the college a pair of silver Addy awards from the Charleston Advertising Federation; a poster produced by marketing services garnered a bronze award. Trident also became perhaps the only two-year college in the country to produce commercials on 35 millimeter (motion picture) film for local television broadcast by pulling together the resources of marketing services, creative services, media services, the film production and cosmetology programs and speech department faculty.

WILLIAMSBURG TECHNICAL COLLEGE

The 1989-90 academic year proved to be an exciting one for Williamsburg Technical College as the college continued its proud tradition of preparing individuals, businesses and industries for a prosperious future.

TITLE III

Williamsburg Tech received a $177,153 Title III grant continuation for the final year of a three-year Strengthening Institutions Program grant totaling more than $500,000. Four full-time personnel serve on the title III staff, and seven other college personnel have contributed to release-time activities and projects.

During the past year, Title III staff members worked on the development of an integrated counseling and retention program, an enhanced academic advising process and handbook, a computerized student tracking system, a Writing Across the Curriculum program and the automation of the Learning Resources Center.

Through Title III funding, a number of faculty members attended professional development conferences, workshops and seminars. They have also participated in back-to-industry training, recertification requirements and additional undergraduate and graduate courses. Release-time activities resulted in the addition of computer-assisted instruction components and course revisions to Typing I, II and III, Intermediate Accounting I and II and computerized accounting.

A clearinghouse function was established in the office of institutional research that has resulted in the creation of numerous statistical reports useful for planning and management purposes, and institutional effectiveness requirements. A computer, document scanner and related software purchased for use by the institutional research office and the faculty increased the efficiency of the instruction and research processes at the college.

The title III grant enables the college to make significant improvements in educational offerings. Through the positive enhancements from Title III funding, the college opens doors for more students and with a higher success rate than ever before.

INSTITUTIONAL EFFECTIVENESS

Williamsburg Tech revised its institutional planning process for institutional effectiveness in accordance with Southern Association of Colleges and Schools criteria, Commission on Higher Education requirements and the needs of the college. The college is now in the process of developing an assessment process for institutional effectiveness components as it prepares for reaffirmation of accreditation in 1992.

STUDENT SUPPORT SERVICES

Over 100 students have benefited from services such as tutoring and counseling rendered by the college's Student Support Services. A cultural activity held in the spring took the student support services staff and students on the King-Tisdale Cottage tour and the Great Savannah Exposition in historic Savannah, Georgia.

UPWARD BOUND

The Upward Bound Program at Williamsburg Technical College provides academic, cultural and motivational opportunities for 50 high school students. Special instruction, tutoring and counseling are provided to eligible students. Upward Bound also has a "bridge" program which enables current graduates of target county schools to enroll in college transfer classes at Williamsburg Tech. Funding in the amount of $177,552 for 1990-91 has been received from the U.S. Department of Education.

JOB TRAINING PARTNERSHIP ACT

Williamsburg Tech offers manpower training programs that are funded under the Job Training Partnership Act of 1983. Eligible persons receive training in certificate, diploma and/or degree programs. JTPA also offers specially designed courses which may vary in length--from one quarter to six. These specialty programs are designed to meet the training needs of local businesses and industries.

Williamsburg Tech's JTPA recently received $198,966 in funding for its eighth year of operation. During the more than 20-year period the college has served the community in the area of developmental education, over 2,100 individuals have benefited from these services.

NON-TRADITIONAL STUDENTS/CAREERS

Williamsburg Tech continued its public relations program to eliminate sex bias in vocational education programs in Williamsburg County through a $5,000 mini-grant from the State Department of Education. The funds were used to produce and distribute a series of brochures entitled "The Years Ahead." The brochures, printed between July 1, 1989 and June 30, 1990, were distributed to approximately 27,000 individuals. Another $5,000 sex equity mini-grant has been awarded to the college for 1989-90. With the continued financial assistance of the Sex Equity Mini-Grant, Williamsburg Tech foresees a gradual change in the perception Williamsburg County residents have of persons entering nontraditional careers. With the current optimistic economic situation in the county, it is important for residents and businesses to begin to evaluate themselves and other individuals based on their knowledge and skill without sex stereotyping.

ADULT AND CONTINUING EDUCATION

Williamsburg Tech served as a certified nursing assistant training center as well as a Written Nursing Assistant Examination and Nursing Assistant Manual Skills Evaluation site. Of the 30 occupational advancement courses conducted, 22 were newly developed and 16 were job specific. "How to Handle Problem Employees" was a popular seminar that, by popular demand, was repeated twice for one of the county's leading manufacturers. Williamsburg Tech also served as a site for AMA's third annual Secretaries Briefing teleconference.

The college developed and conducted a stock market course for gifted and talented students in grades five and six. Additionally, the college developed and conducted a 90-hour career exploration course for gifted and talented students in the 10th grade.

Among the general community interest courses offered, T-shirt and sweatshirt decorating and karate were the most successful. Teleconferencing is becoming an increasingly utilized service of the college.

The Learning Resources Center expanded its service to the general public by serving as an income tax form distribution center for both federal and state income tax forms for individuals and businesses.

ENERGY GRANT

Williamsburg Tech received approval for a $120,000 energy grant under Cycle 12 of the Institutional Conservation Program (ICP), Governor's Office, Division of Energy. This matching federal grant will be used to replace the heating and air conditioning systems in two of the college's buildings. This will enable the college to more effectively manage energy use.

WORK FORCE INITIATIVE

Through the Work Force Initiative, over 1,100 employees of Tupperware Manufacturing were assessed to determine their basic skill levels in reading and math as preparation for an on-site basic skills improvement program to begin in the fall of 1990. The WFI assisted in resource identification for computer-based instruction which forms an integral process for this program. In addition, the Work Force Specialist participated in the bull's eye training needs analysis for the machine tool department. This opened the door for a long-range partnership between Tupperware and the college.

Various services were provided to other companies. Williamsburg Tech conducted a year-long basic skills program at Milliken and continued a job specific basic skills program at Baxter. Additionally, Colonial Rubber employees were assisted with referrals to literacy training and G.E.D. preparation and IBIS was assisted in establishing computer-based instruction for basic skills.

Also, two targeted needs of small businesses were addressed. Noting a need among small business for updating office employees' skills, the WFI assisted in the coordination of a Secretary's Day teleconference sponsored by the American Management Association. Employees from nine organizations attended. Another targeted need addressed by the WFI was a working knowledge of key terms in Spanish. Local small business operators identified this need due to the influx of Spanish-speaking agricultural workers in the area. The WFI conducted a tailored six-week course for these business operators.

INSTRUCTION

Through the Title III grant, Williamsburg Tech implemented a Writing Across the Curriculum program, which enhances students' critical and basic thinking skills. The program focuses on effective writing not only in English and composition courses, but in all curricula.

Williamsburg Tech also continued to serve the Williamsburg County School District with its high school vocational education program. Courses were offered in industrial sewing, auto mechanics, welding, masonry, carpentry, machine tool, drafting, small engines and cosmetology. WTC completed a cosmetology laboratory for the high school vocational education program for use beginning this fall.

WTC reviewed and revised entrance requirements for the college's programs, and new entry-level scores for programs/courses were published and distributed to faculty and staff members.

YORK TECHNICAL COLLEGE

New programs, a new child care facility and a new president were benchmarks of the 1989-90 year at York Technical College.

In September 1989, the York Technical College Commission unanimously named Dennis Merrell as president of the college. Mr. Merrell has been student, instructor, department manager, resource center director, dean and vice president for instruction for the college. A father of two, he is active in his church and the York Tech service area community.

Mr. Merrell replaced Dr. Baxter Hood, who died in February 1989, after serving York Tech for 23 years. Dr. Hood was associate director of the college from 1965 to 1969, and returned in 1970 to become its president for 19 years. While his death was a blow to the college and the community, his vision is thriving in the many programs and successes that have occurred during the past year.

York Technical College has made a major commitment to meet the needs of its students through a "We Care" initiative. The program focuses on improving the quality of education and better serving students.

"The 'We Care' initiative is centered around the concept that the faculty, commission, and staff of York Tech cares. We care about the quality of instruction, we care about making York Tech accessible to a variety of students, we care about retaining our students, and about being accountable to the public."

To assist with the initiative, York Tech has been funded under three federal grant programs to provide special assistance to its students. They are Student Support Services, Department of Health and Human Services Grant for Learning Disabilities, and Title III of the Higher Education Act. The college will receive 1.3 million through these grants over three years.

The overall enrollment rose rapidly last year, with total enrollment for credit students for fall of 1989 numbering 2969 representing an increase of 12.8 percent from 1988-89. The most significant growth occurred in the college transfer area, which grew by approximately 20.8 percent.

The Child Development Center at York Technical College opened in August 1989 as a quality child care facility serving children of students, faculty, staff, and the community at large. The center provides a training facility for students majoring in child development at York Technical College. The philosophy of the center is to provide quality learning experiences for the whole child, focusing on the intellectual, physical, social and emotional development; and to nurture strong relations between adults and children.

The Child Development Program received a 5-year grant for $200,000 from the Close Foundation to implement special projects which will improve the quality of child care in York, Chester, and Lancaster counties. The community project for 1990 is Workshop on Wheels (WOW). The WOW program offers a series of workshops to licensed child care facilities in the community to enhance the capacity of child care workers to facilitate the language and social development of infants and preschool aged children through the use of developmentally appropriate activities in child care settings and in the home.

York Technical College received final approval from the Commission on Higher Education to begin a dental hygiene program in fall, 1991. Diane Langevin, dental assisting department manager, has completed the self-study for accreditation eligible status through the American Dental

As the only community college in the nation serving as a site operator under the U.S. Department of Energy's electric vehicle program, York Technical College is testing and recording data for the DOE.

Initially, the college is testing electric vehicles in fleet applications, such as maintenance and security. As the program grows, York Tech will study the interrelationship of electric vehicles to established college curricula, such as automotive technology and electronics engineering technology and examine the possibility of training electric vehicle technicians.

The program could also have benefits to power suppliers that have excess power in the nineties. The batteries may be able to be charged with off-peak electricity.

Duke Power Co. in Charlotte, N.C. has contracted to provide $25,000 per year to the program at York Technical College for two years. The college will gather data on electricity consumption for Duke Power.

In spring of 1990, the college began a Center for Minority Advancement. The first project for the center was a new program designed to target outstanding minority high school students utilizing Access and Equity funding. Area rising high school seniors were given the opportunity to begin earning college credits as participants in the "STEP" project. Outstanding students were nominated from their schools in order to be chosen for this program.

Continuing education experienced the following growth during 1989-90: 21% increase in the number of continuing education classes; 11% increase in student enrollment: 5% increase in revenue. The health and human services division paced the increase by showing a 114% gain in related classes.

The industrial fire school recorded a record 19 classes, serving 715 fire brigade members representing 30 industries from eight different states.

A new business-education co-op resulted in the York Technical College Huffman Center located in Clover, SC to serve the immediate needs of Huffman employees. Course offerings will also be available to residents of western York County.

Plans are underway to build a continuing education center by 1991 to enable the college to provide even higher levels of continuing education to industries, businesses and private citizens. The continuing education center will be a 40,000-square-foot building that will provide flexible spaces with cutting edge technology for classes, meetings and conferences. The facility will be fully equipped for teleconferencing and computer technology training.

The college is also planning to build a library as well as renovate and expand its student center. Significant maintenance projects for 1989-90 included reroofing of the Student Center and renovation of a classroom for automated manufacturing.

The Governor's Work Force Initiative, in keeping with the goals of York Technical College, continued to assess the needs of local business and industry and develop instructional programs to meet these needs. In 1989-90, 658 people in the existing workforce in Chester, Lancaster and York Counties were served through various educational upgrading programs. Among these were: pre SPC math, secretarial talent bank I, business math using calculators, work ethics and ABE/GED classes.

Courses are offered through the continuing education department in fostering economic development in the college's service area. One hundred and seventy people completed job-specific upgrading programs, and 35 individuals received their high school credentials. Fifteen business sites were served during the year.

In addition to upgrading the skills of the existing workforce, the Initiative staff coordinates the activities of business round tables. The round table's project for 1989-90 was in ''adopting'' the seventh graders in Chester and Lancaster counties. Industry representatives spoke to every seventh grade class on the importance of staying in school. Moreover, the business representatives explained their business and industry to the children. At the end of the school year, Robert Reid of the Charlotte Hornets, visited the seventh graders in Chester and Lancaster and reiterated the theme of ''Stay in School--Don't Drop Out.

Special Schools programs continued to assist new and expanding businesses and industry. The program helped to train 531 employees for 12 local companies.

Other significant training ventures included a comprehensive training program with Springs Industries. As a result of Springs Industries purchase of VAX hardware and software systems, this major corporation within our service area required a great deal of training in this new technology. The college provided a total of 18 continuing education classes to provide basic user and computer professional training.

Working with business, industry and other institutions is one of York Tech's strengths. Recently, the state approved a bachelor's of health sciences degree to be taught by the Medical University of South Carolina in this area. The degree program is designed to prepare working health professionals for clinical, educational and management roles within their professions.

Courses will be offered in the evenings and on weekends making the degree accessible to working professionals. The bulk of the courses will be taught at York Tech, with additional library resources available through an agreement with Winthrop College. The new degree will significantly expand continuing educational opportunities for health professionals in this area.

York Tech is continuing to work closely with Winthrop College, also in Rock Hill, to provide cooperative programs. An example is On-Track, which helps students make the transition to more stringent high school graduation standards. Last year, the On-Track program served 31 students in math and 44 in science. An active articulation experiemental program with Winthrop is underway which will allow York TECH students to take a foreign language at Winthrop in fall 1990.

New articulation agreements have been signed with Limestone College and Francis Marion College. For the third year, the college transfer area is offering courses at Chester Hospital. Other general education courses are offered at Duracell in Lancaster and McCelevy Center in York.

The college will continue to work this year with a Two-Plus-Two Task Force, which consists of representatives from the local school districts and York Tech Faculty. The task force is studying ways to help students plan for post-secondary technical training with a major emphasis on targeting secondary math, English and science courses to recommend to students who intend to enter a post-secondary technical program. Through this cooperative effort, the college hopes to identify ways that high school dropout rates can be lowered. The pilot of this effort, called Tech Prep, is underway in the Fort Mill School District.

The Learning Assistance Center has provided these special support services during the year: conducted workshops for more than 250 students in areas of math anxiety, text anxiety, stress management, conflict management and halfing grief, conducted 160 individual study skill sessions, and conducted an open house for approximately 100 people.

The English department and library hosted York Technical College's first ''Author's Tea'' in the college's library. Approximately 150 students heard Max Childers, author of Things Undone

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read from his new novel.

The college held its first job fair for area employers and TECH students. Many students took advantage of this opportunity to connect with prospective employers. Employer participation in the project was excellent and evaluation of the far was very favorable. Success of this project should result in the fair being an annual event.

New computer hardware was purchased for the computer aided design/drafting lab, and hardware and AutoCAD software was purchased for off-campus training at the new Huffman Center. The second year of design work in engineering graphics technology has been computerized using CAD software. In electronics and computer engineering technology, analog and digital computer simulation programs were introduced for the first and second year programs.

The welding department participated in a DACUM, and industrial representatives suggested that metal fabrication be added to the program and that the college consider the possibility of offering a test for welding certification to individuals and/or industries needing their employees certified.

The industrial electricity department received a donation of approximately $45,000 worth of new motor control components and assemblies from Joslyn Clark Controls, Inc. in Lancaster; these controls are serving as important training aids. The industrial electricity students also designed a "Rube Goldberg" mousetrap from parts that were donated to the school; the mousetrap constitutes a diversified combination of electrical, pneumatic and mechanical operations for training purposes.

The air conditioning/refrigeration department installed heat pumps for two non-profit organizations and worked with the City of Rock Hill to set up a test and program for a service technician license.

The teleproductions technology department is continuing to work with local businesses to develop externships and internships. This year, the college began to explore training relationships with Winthrop College and Rock Hill Cable. The college's teleproductions department assisted the City of Rock Hill with video editing for Census 1990 and videotaped productions for Theatre Charlotte's archives.

Increased utilization of both computer guidance and information systems and interviews with counselors suggest that more intensive career counseling to be a need for our students. In response, the number of both individual and group career planning and counseling and employability skills development sessions have increased.

The financial aid department experienced a 14 percent increase in the number of students served, with a more than 1,200 students receiving financial assistance during the 1989-90 year. New scholarship programs were created through the York Technical College Foundation in the industrial and engineering technology areas.

In order to provide an opportunity for high school students to visit Tech and become more familiar with technical education, the senior classes from eleven area high schools participated in tours of the campus. These tours have become an integral part of the college's yearly calendar and have proven to have had a significant impact on enrollment.

The public information/marketing department coordinated displays for the Automated Manufacturing '90 exhibit in Greenville, the State Fair and a local business bazaar. The department is producing and preparing many brochures, fliers and other publications for the college using desktop publishing.

The York Technical College chapter of Phi Beta Lambda, a professional and academic business organization, received 18 awards in the State Leadership Conference for 1990 hosted April 20 and 21 on the York Tech campus. Six Phi Beta Lambda members attended the National Leadership Conference in Washington, D.C. and Kyle Davis, a computer technology student, won seventh place in the computer application for business competition event at the national level. For the second year in a row, York TECH won the Chapter of the Year award and adviser Chris Lindsay was presented the State Adviser of the Year award.

Phi Theta Kappa Organization inducted over 100 new members during the year.

Sixteen office systems technology students field tested the OPAC (Office Proficiency Assessment and Certification) program for Professional Secretaries International. This program is designed to access and certify the employment skills of entry-level office employees.

The students were active with a variety of activities; among these were the ''Fall Blast Off'' Dance, a performance by magician Kevin Spencer, a Jamboree for Students Against Drunk Driving, a Veteran's Day program, Red Ribbon Week for alcohol and drug abuse prevention, Black History Month programs, a Talent Show, an Earth Day program, a smoking/non-smoking forum, and entertainment for Tech Fest, the college's annual community festival.

Several faculty and staff worked on upgrading their credentials either through return-to-university, return-to-industry or conference proposals. Courses in a weekend format began on campus last September which will lead to the Doctor of Education degree from Clemson University. Community and campus participants took advantage of these offerings.

Highlights of faculty/staff involvements and accomplishments include:

Frank Caldwell, math department manager, served as a delegate to the legislative governing body of the American Mathematical Association of the Two Year College.

Dr. Connie Lee, social studies instructor, was pinned by Secretary of Defense, Dick Cheney in December, 1989, at the Pentagon with the Secretary of Defense Medal for Outstanding Public Service. This honor was for her service on and contribution to DACOWITS (Defense Advisory Committee on Women in the Services).

Charlie Peek, department manager for industrial electricity and electronics, wrote some training manuals for Hoechst Celanese, including one on wastewater treatment.

Dr. Jean Watson, our RN transition coordinator, not only developed CAI programs for the transition and generic nursing students, but has developed software for use in the radiologic technology, surgical technology, medical laboratory technology and dental assisting programs. Dr. Watson won the Competition for Excellence sponsored by IBM and the League for Innovation in Community Colleges for her proposal to develop a computerized course in medical terminology.

APPENDIX A

State Board for Techmical and Comprehensive Education
Degrees and Other Formal Awards
July 1988 - June 1989

Technical Colleges	Associate Degree Programs	Diploma Programs		Certificate Programs	Total Awards
		Two-Year	One Year		
Aiken	94	4	72	49	219
Chesterfield-Marlboro	44	0	2	11	57
Denmark	79	0	28	3	110
Florence-Darlington	195	0	37	11	243
Greenville	489	0	108	364	961
Horry-Georgetown	194	0	27	44	265
Midlands	619	0	107	109	835
Orangeburg-Calhoun	165	0	90	15	270
Piedmont	237	0	67	18	322
Spartanburg	184	0	113	44	341
Sumter	170	0	5	83	258
Tech. College of the Lowcountry	75	0	28	93	196
Tri-County	272	1	26	66	365
Trident	443	0	89	184	716
Williamsburg	32	0	1	3	36
York	281	0	108	62	451
Total All Colleges	3,573	5	908	1,159	5,645

Source: IPEDS 'Completions 1988-89' Report.
TECH Department of Planning & IRM, July 1990.

APPENDIX B

State Board for Technical and Comprehensive Education
Full-Time Equivalent Enrollments for FY 1973-74 through FY 1989-90
Technical Education Program

Technical Colleges	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
Aiken	439	747	882	811	909	916	864	903	895
Chesterfield-Marlboro	490	719	935	659	547	483	530	555	583
Denmark	533	737	1,016	862	801	603	595	676	690
Florence-Darlington	1,278	1,953	2,427	2,010	2,165	2,365	2,238	2,269	2,190
Greenville	3,275	4,504	5,831	5,569	5,252	5,084	4,887	4,892	4,799
Horry-Georgetown	647	921	1,070	1,137	1,242	1,174	1,079	1,152	1,179
Midlands	3,927	4,721	5,341	4,832	5,353	5,081	4,827	5,090	5,391
Orangeburg-Calhoun	1,498	1,685	1,757	1,522	1,640	1,504	1,381	1,431	1,367
Piedmont	1,193	1,736	1,998	1,703	1,705	1,635	1,418	1,728	1,704
Spartanburg	1,477	1,864	2,057	1,732	1,671	1,618	1,607	1,746	1,834
Sumter	984	1,307	1,375	1,210	1,355	1,262	1,433	1,584	1,680
T. C. of the Lowcountry	593	1,004	1,171	1,086	960	946	978	1,030	883
Tri-County	1,382	2,046	2,410	2,232	2,062	2,035	1,902	2,057	2,246
Trident	2,812	3,823	5,574	5,363	5,730	5,571	4,175	4,723	5,175
Williamsburg	253	376	597	572	610	477	536	465	428
York	969	1,277	1,570	1,355	1,442	1,460	1,482	1,590	1,745
Total All Colleges	21,751	29,420	36,010	32,656	33,444	32,214	30,472	31,891	32,789

Technical Colleges	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
Aiken	893	948	875	1,036	1,092	1,154	1,202	1,312
Chesterfield-Marlboro	580	559	534	499	481	480	533	573
Denmark	773	767	675	726	750	728	691	698
Florence-Darlington	2,166	1,985	1,780	1,761	1,715	1,563	1,768	1,903
Greenville	5,527	5,066	4,892	4,833	4,828	4,648	4,800	5,587
Horry-Georgetown	1,166	1,199	1,147	1,138	1,191	1,183	1,415	1,481
Midlands	5,095	4,571	4,352	4,152	4,269	4,422	5,082	5,462
Orangeburg-Calhoun	1,238	1,315	1,133	1,136	1,155	1,112	1,150	1,266
Piedmont	1,765	1,721	1,605	1,740	1,657	1,571	1,613	1,754
Spartanburg	1,871	1,764	1,639	1,566	1,578	1,493	1,642	1,637
Sumter	1,650	1,550	1,420	1,289	1,316	1,292	1,330	1,330
T. C. of the Lowcountry	785	732	656	635	611	639	726	755
Tri-County	2,299	2,102	1,794	1,877	1,917	1,761	1,910	2,216
Trident	4,784	4,020	3,592	3,248	3,633	3,726	4,292	4,773
Williamsburg	377	332	290	318	278	279	293	315
York	1,935	1,841	1,581	1,646	1,678	1,720	1,972	2,186
Total All Colleges	32,904	30,472	27,965	27,600	28,149	27,771	30,419	33,245

Source: TECH MIS Annualized Summary Rpt. 1213 [Tech. Ed. Prog. Totals-45/CR FTE].
TECH Department of Planning & IRM, July 1990.

APPENDIX C

State Board for Technical and Comprehensive Education
Full-Time Equivalent Enrollments for FY 1973-74 through FY 1989-90
Technical Education Programs

[By Program Area]

Program Area	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
Agriculture	357	460	625	641	584	505	407	386
Allied Health	2,210	2,595	2,596	2,694	2,780	2,718	2,479	2,713
Business	7,326	9,675	12,280	11,016	11,461	11,006	10,629	10,716
Data Processing	----------Previously reported under the Business Program Area----------							
Engineering	2,951	3,638	3,830	3,135	2,918	3,045	2,967	3,287
Industrial	6,815	9,237	10,964	9,995	9,877	9,395	8,715	8,997
Occupational	------Previously reported under the Industrial/Occupational Program Area------							
Public Service	1,220	1,783	2,916	2,650	2,702	2,471	2,081	2,059
Associate in Arts/Science	621	1,156	2,024	2,167	2,425	2,379	2,455	2,610
Career Development/ Undetermined	252	878	776	359	697	695	739	1,123
Total FTE	21,752	29,422	36,011	32,657	33,444	32,214	30,472	31,891

Program Area	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
Agriculture	329	307	344	271	277	301	343	349
Allied Health	3,396	3,565	3,330	3,354	3,733	3,615	4,350	5,190
Business	8,838	8,226	7,850	7,722	7,691	7,515	7,632	7,646
Data Processing	2,235	2,414	2,044	1,831	1,825	1,798	2,051	2,276
Engineering	3,329	2,954	2,733	2,649	2,510	2,369	2,516	2,674
Industrial	7,168	6,242	5,439	4,942	4,952	4,428	4,543	4,602
Occupational	816	666	463	498	407	447	382	305
Public Service	1,504	1,220	1,113	1,321	1,547	1,589	1,786	1,913
Associate in Arts/Science	2,953	2,621	2,568	2,500	2,688	2,940	3,806	4,921
Career Development/ Undetermined	2,336	2,256	2,082	2,512	2,519	2,768	3,009	3,369
Total FTE	32,904	30,471	27,966	27,600	28,149	27,770	30,418	33,246

Source: TECH MIS Annualized Summary Enrollment Report #1226 (45/CR FTE).
TECH Department of Planning & IRM, July 1990.

APPENDIX D

State Board for Technical and Comprehensive Education
Annualized Unduplicated Headcount Enrollment
All Programs 1961 - 1990

Fiscal Year	Technical College Enrollments	Special Schools Completions	Total
1961-62	0	475	475
1962-63	1,122	2,190	3,312
1963-64	11,867	2,785	14,652
1964-65	18,659	2,824	21,483
1965-66	32,967	5,044	38,011
1966-67	37,046	5,704	42,750
1967-68	42,146	4,081	46,227
1968-69	59,817	4,419	64,236
1969-70	79,001	4,534	83,535
1970-71	81,415	3,804	85,219
1971-72	81,486	5,403	86,889
1972-73	104,638	5,054	109,692
1973-74	93,650	3,759	97,409
1974-75	111,541	2,902	114,443
1975-76	115,825	2,622	118,447
1976-77	122,121	2,826	124,947
1977-78	142,058	1,725	143,783
1978-79	145,168	2,580	147,748
1979-80	154,158	3,545	157,703
1980-81	162,602	3,793	166,395
1981-82	164,503	4,708	169,211
1982-83	154,276	4,967	159,243
1983-84	155,127	5,331	160,458
1984-85	176,046	6,331	182,377
1985-86	171,460	5,078	176,538
1986-87	158,000	5,130	163,130
1987-88	156,403	9,614	166,017
1988-89	168,189	9,226	177,415
1989-90	178,012	6,735	184,747

Note: Includes enrollments and participants in Technical Education Programs, Continuing Education Programs, Community Service activities, Restricted State and Federal Program.

Source: TECH MIS Annualized Summary Reports; TECH Division of

Economic Development. TECH Department of Planning & IRM, July 1990.

APPENDIX E

State Board for Technical and Comprehensive Education
Opening Fall Quarter Headcount Enrollment
Technical Education Program

Technical Colleges	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989
Aiken	935	1,103	1,093	1,076	1,269	1,040	1,023	1,201	1,032	1,242	1,328	1,497	1,489	1,696
Chesterfield-Marlboro	607	579	551	646	585	644	664	613	602	608	619	683	731	692
Denmark	783	791	565	586	668	601	738	767	657	648	689	720	699	708
Florence-Darlington	2,000	2,253	2,284	2,308	2,233	2,302	2,324	2,174	1,986	1,971	1,900	1,722	1,875	2,214
Greenville	6,672	6,474	6,038	5,551	5,822	5,785	6,174	5,953	6,007	5,812	5,855	6,017	6,135	7,284
Horry-Georgetown	1,124	1,491	1,209	1,309	1,465	1,411	1,302	1,305	1,304	1,305	1,468	1,405	1,661	1,726
Midlands	4,639	5,592	5,458	5,431	5,414	6,008	5,943	4,967	4,980	4,720	5,050	5,240	6,082	6,954
Orangeburg-Calhoun	1,382	1,495	1,425	1,369	1,455	1,467	1,408	1,487	1,307	1,298	1,285	1,194	1,149	1,420
Piedmont	1,605	1,745	1,725	1,469	1,773	1,638	1,709	1,724	1,580	1,752	1,615	1,668	1,745	2,066
Spartanburg	1,782	1,785	1,861	1,875	1,931	1,896	2,052	1,813	1,653	1,757	1,702	1,663	1,725	1,966
Sumter	1,223	1,315	1,415	1,636	1,690	1,729	1,787	1,716	1,620	1,661	1,714	1,627	1,564	1,763
T.C. of the Lowcountry	937	930	941	1,086	1,185	1,078	1,042	1,072	1,033	1,034	979	915	950	1,112
Tri-County	2,387	2,454	2,372	2,119	2,353	2,398	2,615	2,405	2,162	2,334	2,379	2,220	2,327	2,705
Trident	4,781	5,246	5,615	5,779	5,619	6,392	6,151	5,105	4,685	4,514	5,241	5,350	5,594	6,455
Williamsburg	463	535	541	546	503	433	385	427	357	423	357	396	402	441
York	1,368	1,453	1,489	1,655	1,788	1,920	2,189	2,236	1,898	1,982	2,125	2,204	2,585	2,833
Total All Colleges	32,688	35,241	34,582	34,441	35,753	36,742	37,506	34,965	32,863	33,061	34,306	34,521	36,713	42,035

Note: Opening Fall Headcount Enrollment based on HEGIS/IPEDS Fall Enrollment Supplement Reports.
TECH Planning & IRM, July 1990.

APPENDIX F

State Board for Technical and Comprehensive Education
Fall Quarter 1989 Headcount Enrollment by Classification and Sex

	*** Full-Time Students ***				*** Part-Time Students ***				Unclassified		
	First Year		Second Year		First Year		Second Year				
Technical Colleges	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	Men	Women	Total
Aiken	260	373	48	55	326	400	42	48	63	81	1,696
Chesterfield-Marlboro	73	131	18	35	75	209	32	42	27	50	692
Denmark	221	281	39	68	30	48	9	5	2	5	708
Florence-Darlington	325	563	127	159	134	505	64	202	57	78	2,214
Greenville	1,343	1,397	282	319	1,023	1,389	208	342	348	633	7,284
Horry-Georgetown	366	375	150	103	175	291	58	71	41	96	1,726
Midlands	1,319	1,825	343	542	942	1,283	229	313	75	83	6,954
Orangeburg-Calhoun	209	433	79	125	175	309	16	45	14	15	1,420
Piedmont	371	453	124	140	344	339	108	126	16	45	2,066
Spartanburg	370	474	99	85	313	327	98	54	59	87	1,966
Sumter	201	471	80	88	235	382	54	70	100	82	1,763
T.C. of the Lowcountry	105	237	11	26	304	369	8	52	0	0	1,112
Tri-County	602	685	142	198	293	435	84	78	82	106	2,705
Trident	615	1,068	243	405	647	1,064	321	468	725	899	6,455
Williamsburg	27	94	6	9	48	181	14	15	11	36	441
York	496	691	104	181	356	391	93	136	216	169	2,833
Total All Colleges	6,903	9,551	1,895	2,538	5,420	7,922	1,438	2,067	1,836	2,465	42,035

Source: 1989 IPEDS Fall Enrollment Supplement.
TECH Planning & IRM, July 1990.

APPENDIX G

State Board for Technical and Comprehensive Education
Annualized Unduplicated Headcount Enrollment in Technical College Programs
FY 1977 through FY 1990

Technical Colleges	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
Aiken	2,780	3,804	3,453	3,281	3,681	3,504	4,198	4,258	4,198	5,291	5,378	6,492	5,984	5,867
Chesterfield-Marlboro	2,565	3,136	5,165	5,823	6,249	4,790	4,326	3,930	4,261	3,021	2,706	3,405	3,823	4,094
Denmark	1,373	1,450	1,170	849	913	914	1,202	1,474	1,070	1,328	1,018	1,149	1,250	1,336
Florence-Darlington	9,575	11,173	9,775	9,567	11,486	9,253	9,663	8,628	9,464	9,486	7,003	6,570	6,397	7,034
Greenville	19,093	21,639	22,910	28,185	29,941	30,758	21,760	19,619	38,414	34,423	32,010	32,112	37,289	36,295
Horry-Georgetown	2,769	3,356	3,646	4,798	5,275	5,634	6,165	6,715	7,226	5,929	6,375	7,605	9,-79	9,630
Midlands	13,830	14,797	16,547	16,636	18,567	21,713	20,064	17,424	17,330	19,658	19,350	19,670	21,293	25,204
Orangeburg-Calhoun	6,813	7,792	7,337	9,009	6,706	6,788	7,081	5,951	6,210	5,522	5,192	5,865	5,689	6,025
Piedmont	9,086	10,102	10,790	11,755	11,280	11,556	12,609	15,771	13,599	13,725	14,337	14,848	13,909	13,306
Spartanburg	6,984	8,076	7,664	7,129	6,507	6,560	6,446	6,121	6,785	8,114	7,954	7,531	7,331	8,482
Sumter	4,916	6,108	6,177	6,825	8,418	6,865	7,569	9,002	11,114	11,838	8,964	8,634	10,553	11,624
T.C. of the Lowcountry	2,784	2,859	3,530	3,877	4,219	4,303	3,564	4,336	4,408	3,934	3,507	3,931	3,728	4,199
Tri-County	12,763	15,090	13,694	13,123	16,134	16,776	16,434	19,098	17,413	17,725	13,745	13,638	13,992	15,548
Trident	14,972	16,030	16,321	16,924	16,910	18,199	16,765	16,181	15,990	15,185	15,860	16,591	17,759	18,750
Williamsburg	2,742	2,845	2,676	2,357	2,027	2,603	3,051	1,726	1,549	1,653	1,409	1,547	1,785	1,703
York	4,085	4,836	4,999	4,898	5,348	6,189	5,724	5,320	5,727	7,328	7,192	6,815	8,328	8,915
Special Schools Programs	2,826	1,725	2,580	3,545	3,793	4,708	4,967	5,331	6,331	5,078	5,130	9,614	9,226	6,735
JTPA Programs [2]	4,586	5,600	5,860	5,563	5,058	4,350	4,475	4,850	5,550	7,300	6,000	-NA-	-NA-	-NA-
S.C. Fire Academy Programs	405	3,365	3,454	3,559	3,883	3,748	3,180	4,723	5,738	-NA-	-NA-	-NA-	-NA-	-NA-
Total All Colleges [1]	124,947	143,783	147,748	157,703	166,395	169,211	159,243	160,458	182,377	176,538	163,130	166,017	177,415	184,747

Note 1: Includes enrollments and participants in Technical Education Programs, Continuing Education Programs, Community Service activities, Restricted State and Federal Programs.

Note 2: Program administration responsibility moved to other agencies.

Source: TECH MIS Annualized Summary Enrollment Reports.
Tech Department of Planning & IRM, July 1990.

APPENDIX H

State Board for Technical and Comprehensive Education
Technical Education Program - Annual Enrollment
Student Characteristics

	FY 1984		FY 1985		FY 1986		FY 1987		FY 1988		FY 1989		FY 1990	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
I. Classification														
First Year	36,419	64.9%	34,140	65.0%	36,738	68.4%	39,083	70.8%	39,212	69.6%	44,075	71.2%	48,345	71.5%
Second Year	19,736	35.1%	18,360	35.0%	16,988	31.6%	16.083	29.2%	17,129	30.4%	17,785	28.8%	19,233	28.5%
Unclassified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
II. Ethnic Group														
Black	14,630	26.1%	13,001	24.8%	13,377	24.9%	13,687	24.8%	13,644	24.2%	14,416	23.3%	15,430	22.8%
White	39,221	69.8%	37,194	70.8%	38,263	71.2%	39,366	71.4%	40,659	72.2%	44,828	72.5%	49,393	73.1%
Other	1,049	1.9%	1,081	2.1%	1,016	1.9%	1,502	2.7%	1,123	2.0%	1,329	2.1%	1,465	2.2%
Not Specified	1,255	2.2%	1,224	2.3%	1,070	2.0%	611	1.1%	915	1.6%	1,287	2.1%	1,290	1.9%
III. Sex														
Male	27,592	49.1%	25,051	47.7%	25,045	46.6%	24,908	45.2%	25,256	44.8%	26,663	43.1%	28,693	42.5%
Female	28,563	50.9%	27,449	52.3%	28,681	53.4%	30,258	54.8%	31,027	55.1%	35,101	56.7%	38,843	57.5%
Not Specified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	58	0.1%	96	0.2%	42	0.1%
Total Students	56,155	100.0%	52,500	100.0%	53,726	100.0%	55,166	100.0%	56,341	100.0%	61,860	100.0%	67,578	100.0%

Source: TECH MIS 1989-90 Annualized Enrollment Rpt. #1207, 'Student Characteristics' for Technical Education Programs.

APPENDIX I

State Board for Technical and Comprehensive Education
Annual Unduplicated Headcount Enrollment by County
Technical Education Program
FY 1989-90

COUNTY	ENROLLMENT	COUNTY	ENROLLMENT
Greenville	8,992	Newberry	403
Richland	6,634	Abbeville	399
Charleston	6,016	Bamberg	386
Lexington	3,485	Clarendon	386
Spartanburg	3,308	Marion	379
York	3,012	Dillon	343
Anderson	2,806	Cherokee	334
Berkeley	2,717	Fairfield	311
Aiken	2,407	Colleton	266
Sumter	2,400	Union	241
Pickens	2,072	Calhoun	232
Horry	1,883	Saluda	228
Beaufort	1,816	Lee	222
Florence	1,804	Barnwell	221
Dorchester	1,729	McCormick	220
Orangeburg	1,724	Edgefield	180
Greenwood	1,442	Hampton	156
Oconee	1,228	Jasper	142
Chesterfield	814	Allendale	80
Laurens	797		
Darlington	794	Unknown	270
Williamsburg	765		
Lancaster	632	Out of State	685
Georgetown	624	Foreign	138
Marlboro	548		
Chester	484		
Kershaw	423		
		Total	67,578

Source: TECH MIS - Unduplicated Headcount Enrollment by County, FY 1990.

TECH Planning & IRM, July 1990.

APPENDIX J

State Board for Technical and Comprehensive Education
Percentage of 18 to 64 Age Population Served
Technical and Continuing Education Programs
FY 1990

Technical Colleges	Number of Students Attending From Respective Service Area	Service Area 18 to 64 Age Population [1990 Estimate]	Percentage of 18 to 64 Age Population Served	Students attending TECH College from Outside Service Area		Students County of Residence Not Identified		Total
				Number	Percent	Number	Percent	
Aiken	4,662	72,883	6.4%	543	10.4%	0	0.0%	5,205
Chesterfield-Marlboro	2,859	64,360	4.4%	415	12.7%	0	0.0%	3,274
Denmark	531	30,117	1.8%	655	54.8%	10	0.8%	1,196
Florence-Darlington	4,948	132,591	3.7%	1,244	20.0%	31	0.5%	6,223
Greenville	21,525	197,395	10.9%	3,627	14.4%	47	0.2%	25,199
Horry-Georgetown	7,681	129,970	5.9%	587	6.9%	216	2.5%	8,484
Midlands	13,375	322,394	4.1%	2,351	10.3%	7,086	31.1%	22,812
Orangeburg-Calhoun	3,505	61,194	5.7%	1,386	28.3%	0	0.0%	4,891
Piedmont	9,222	133,328	6.9%	599	5.8%	511	4.9%	10,332
Spartanburg	6,723	177,987	3.8%	452	5.7%	751	9.5%	7,926
Sumter	8,574	117,721	7.3%	2,311	21.0%	139	1.3%	11,024
T.C. of the Lowcountry	3,094	108,541	2.9%	175	5.3%	35	1.1%	3,304
Tri-County	12,296	185,449	6.6%	2,133	14.7%	64	0.4%	14,493
Trident	11,775	344,569	3.4%	274	1.6%	4,620	27.7%	16,669
Williamsburg	785	24,326	3.2%	373	32.3%	1	0.1%	1,159
York	6,671	134,601	5.0%	1,189	15.1%	0	0.0%	7,860
Total All Colleges	118,226	2,237,426	5.3%	18,314	12.2%	13,511	9.0%	150,051

Note: Population Projections based on 1980 Census Data and 1995 Projections provided by the Division of Research & Statistical Services.
Technical and Continuing Education Prog. - TECH MIS Annualized Undup. Headcount by County.

TECH Planning & IRM, July 1990.

TECHNICAL EDUCATION INSTITUTIONS
CURRENT FUND UNRESTRICTED REVENUES
AND PROGRAM EXPENDITURES
FISCAL YEAR 1988-89

		% of Education and General
Revenues		
Educational and General		
Student Fees	27,798,762	20.46%
County Allocation	14,945,725	11.00%
State Operating Allocation	82,379,640	60.62%
State Procured Equipment	5,355,515	3.94%
Other	5,407,875	3.98%
Total Education and General	135,887,517	100.00%
Auxiliary Enterprises	11,500,321	
Short Term and Innovative Training	909,579	
Missing & Exploited Children	101,540	
	148,398,957	
Program Expenditures		
Educational and General		
Instruction	53,630,895	38.99%
Academic and Student Support	19,188,442	13.95%
Plant Operations and Maintenance	16,305,532	11.86%
Employer Contributions	14,645,792	10.65%
Administrative and General	21,596,739	15.70%
Capitol Acquisitions/Transfers and State Procurement Equipment	12,172,813	8.85%
Total Educational and General	137,540,213	100.00%
Auxiliary Enterprises	9,847,625	
Short Term & Innovative Training	909,579	
Missing & Exploited Children	101,540	
Total Program Expenditures	148,398,957	

Instructional Cost:	Cost Per FTE/CEU
Technical Education Programs	$3,350.16
Continuing Education Programs	$54.84
Secondary Vocational Programs	$59.52
Community Service Programs	$46.69

Source: Audited Data
Prepared: 5/9/90 to update Appendix "M" - Annual Report 1988/89

STATE BOARD FOR TECHNICAL & COMPREHENSIVE EDUCATION
STATEMENT OF FUND SOURCES AND CURRENT FUND EXPENDITURES
Fiscal Year 1988-89

Source of Funds

Current Unrestricted Funds				
State Appropriations		99,175,659		
Federal Funds		1,314,948		
Student Fees		27,798,762		
County Appropriation		14,945,725		
Auxiliary Enterprises		11,500,321		
Other		4,443,299		
Total Unrestricted Source of Funds				159,178,714
Current Restricted Funds				
Federal				
Job Training Partnership		5,914,934		
Other Federal Grants Budgeted		8,088,894		
			14,003,828	
Student Financial Aid			12,458,561	
State			706,398	
Other			530,967	
Total Restricted Source of Funds				27,699,754

Current Unrestricted Fund Expenditures

I. Administrative				
Personal Service		1,802,964		
Other Operating Expense		600,456		
Equipment		35,875		
Employer Contributions		571,581		
Total Administrative			3,010,876	
II. Tech Education Institutions' Operation				
A-Institutions				
Personal Service	82,697,769			
Other Operating Expense	38,663,604			
Transfers/Equipment	11,380,673			
Employer Contributions	14,645,792			
Total Institutions		147,387,838		
B-Central Data Processing				
Personal Service	423,124			
Other Operating Expenses	601,504			
Equipment	433,631			
Employer Contributions	79,182			
Total Central Data Processing		1,537,441		

C-Innovative Tech Training				
Personal Service	60,442			
Other Operating Expense	53,910			
Equipment	6,142			
Employer Contributions	10,559			
Total Design for the 80's		131,053		
E-Retraining, Missing Bureau and Short Term & Innovative Training	909,579			
Missing and Exploited Children	101,540			
Total Retraining and Desegragation		1,011,119		
Total Tech Education Institution Operation			150,067,451	
III. Economic Development				
Personal Service		3,823,360		
Other Operating Expense		1,523,087		
Equipment		365,307		
Employer Contributions		388,633		
Total Economic Development			6,100,387	
Total Current Unrest. Fund Expenditures				159,178,714
Current Restricted Fund Expenditures				
Federal				
Job Training Partnership Act		5,914,934		
Other Federal Grants Budgeted		8,088,894		
			14,003,828	
Student Financial Aid			12,458,561	
State			706,398	
Other			530,967	
Total Restricted Fund Expenditures				27,699,754

Source: Audited Data
Prepared (5/9/90) to Update Annual Report 1988-89

ASSOCIATE DEGREE AND DIPLOMA PROGRAMS OFFERED

AREAS OF STUDY

Associate degree programs are two years in length. Diploma programs are one year in length. For further information, contact your local technical college.

▲ - **ASSOCIATE DEGREE** programs

● - **DIPLOMA** programs

	Agricultural Technology						Arts and Sciences		Business Technology									
	Forest Products Technology	Forestry	Golf Course Management	Horticultural Technology	Natural Resources Management Technology	Parks Operation	Associate in Arts	Associate in Science	Accounting	Automated Office	Banking and Finance	Cosmetology	Court Reporting	Culinary Arts	Culinary Arts Technology	Fashion Merchandising	Fashion and Tailoring Technology	Food Service Management
Aiken Technical College							▲	▲	▲									
Chesterfield-Marlboro Technical College							▲	▲	▲									
Denmark Technical College							▲	▲	▲			●		●			▲	
Florence-Darlington Technical College							▲	▲	▲							●		
Greenville Technical College							▲	▲	▲									▲
Horry-Georgetown Technical College		▲	▲			▲	▲	▲							▲			
Midlands Technical College							▲	▲	▲		▲		▲					
Orangeburg-Calhoun Technical College	▲						▲	▲	▲									
Piedmont Technical College							▲	▲		●								
Spartanburg Technical College				▲			▲	▲	▲									
Sumter Area Technical College					▲		▲	▲	▲									
Technical College of the Lowcountry				▲			▲	▲				●						
Tri-County Technical College							▲	▲	▲									
Trident Technical College				▲			▲	▲	▲			●			▲			
Williamsburg Technical College							▲	▲				●						
York Technical College							▲	▲	▲									

AT SOUTH CAROLINA'S SIXTEEN TECHNICAL COLLEGES

Business Technology											Computer Technology					Engineering Technology																		Health Science Technology				
General Business	General Office	Health Care Secretary	Hotel/Motel/Restaurant Management	Management	Marketing	Materials Management	Office Systems Technology	Secretarial Science/Medical Secretary Option	Small Business Management	Stenography	Computer Data Processing Assistant	Computer Operations	Computer Programming	Computer Technology	Telecommunication Systems Management	Architectural Engineering Technology	Automated Manufacturing Technology	Chemical Engineering Technology	Civil Engineering Technology	Computer Engineering Technology	Construction Engineering Technology	Electrical Engineering Technology	Electro-Mechanical Engineering Technology	Electronics Engineering Technology	Engineering Graphics	Engineering Graphics Technology	Environmental Engineering Technology	General Engineering Technology	Industrial Engineering Technology	Manufacturing Engineering Technology	Mechanical Engineering Technology	Nuclear Engineering Technology	Quality Assurance Technology	Dental Assisting	Dental Hygiene	Emergency Medical Technology	Medical Assistant Technology	Medical Assisting
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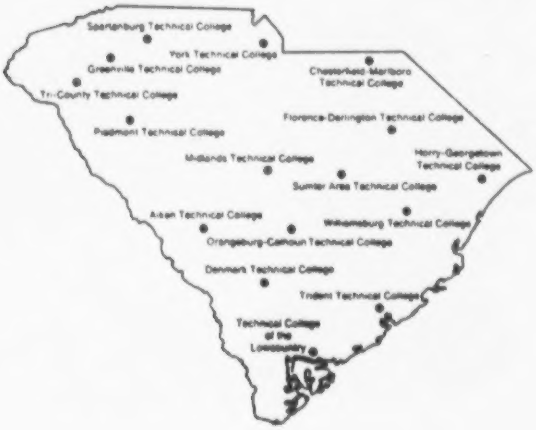
ASSOCIATE DEGREE AND DIPLOMA PROGRAMS OFFERED


Spartanburg Technical College
York Technical College
Greenville Technical College
Chesterfield-Marlboro Technical College
Tri-County Technical College
Florence-Darlington Technical College
Piedmont Technical College
Midlands Technical College
Horry-Georgetown Technical College
Sumter Area Technical College
Aiken Technical College
Williamsburg Technical College
Orangeburg-Calhoun Technical College
Denmark Technical College
Trident Technical College
Technical College of the Lowcountry

▲ - **ASSOCIATE DEGREE** programs

● - **DIPLOMA** programs

	Health Science Technology														Industrial Technology		
	Medical Lab Office Assistant	Medical Laboratory Technology	Medical Records Technology	Nursing (ADN)	Nursing (PN)	Occupational Therapy Assistant Technology	Optometric Technology	Pharmacy Technician	Physical Therapist Assistant	Radiologic Technology	Respiratory Therapy	Respiratory Therapy Technician	Surgical Technology	Veterinary Technology	Air Conditioning/Refrigeration Mechanic	Aircraft Maintenance Technology	Auto Body Repair
Aiken Technical College					●										●		
Chesterfield-Marlboro Technical College															●		
Denmark Technical College																	
Florence-Darlington Technical College		▲	▲	▲						▲	▲	●	●			▲	
Greenville Technical College		▲		▲	●		▲		▲	▲	▲	●	●		●	▲	●
Horry-Georgetown Technical College					●										●		
Midlands Technical College		▲	▲	▲	●			●		▲	▲	●	●		●		
Orangeburg-Calhoun Technical College	●	▲		▲	●					▲		●			●		
Piedmont Technical College				▲	●					▲		●	●		●		
Spartanburg Technical College		▲			●					▲		●	●				
Sumter Area Technical College				▲													
Technical College of the Lowcountry				▲	●												
Tri-County Technical College		▲		▲	●								●	▲	●		
Trident Technical College				▲	●	▲			▲	▲	▲				●	▲	
Williamsburg Technical College																	
York Technical College		▲		▲						▲		●	●		●		

AT SOUTH CAROLINA'S SIXTEEN TECHNICAL COLLEGES

Industrial Technology																																Occupational Technology		Public Service Technology				
Automotive Body Technology	Automotive Mechanics	Automotive Technology	Barbering	Building Construction Technology	Carpentry	Chemical Lab Assistant	Commercial Graphics	Computer Electronics Technology	Diesel Equipment Mechanics	Electronic Instrumentation Technology	Electronics Technology	Engineering Graphics	Graphics Communication	Heating, Ventilation, Air Conditioning Technology	Industrial Drafting	Industrial Electricity/Electronics	Industrial Electronics Technology	Industrial Electronics Tech. Auto. Mfg. Option	Industrial Management Technology	Industrial Mechanics	Industrial Mechanics Technology	Machine Tool	Machine Tool Technology	Marine Trades	Nuclear Service Technology	Radio and Television Broadcasting	Telecommunications Electronic Technology	Teleproduction Technology	Textile Management Technology	Welding	Welding Technology	General Technology	Vocational Technical Education	Child Development Assistant	Criminal Justice Technology	Direct Care Specialist	Human Services	Legal Assistant/Paralegal
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PROGRAMS CANCELLED 1988-89

Cluster Code	Level	Program Title	College	Status	Curr Code
ENGR	DEGREE	ELECTRICAL ENGINEERING TECHNOL	TRIDENT	CANC	35363
ENGR	DEGREE	ENGINEERING GRAPHICS TECHNOLG	CHESTERFIELD-MARLBORO	CANC	35303
HEA	DEGREE	DENTAL LAB TECHNOLOGY	TRIDENT	CANC	35204
IND	DEGREE	AUTOMOTIVE TECHNOLOGY	TRI-COUNTY	CANC	35306
IND	DEGREE	INDUSTRIAL ELECTRONICS TECHNOL	HORRY-GEORGETOWN	CANC	35360
IND	DEGREE	INDUSTRIAL MANAGEMT TECHNOLOGY	TRIDENT	CANC	35031
IND	DEGREE	INDUSTRIAL MANAGEMT TECHNOLOGY	PIEDMONT	CANC	35031
IND	DEGREE	TEXTILE MANAGEMENT TECHNOLOGY	PIEDMONT	CANC	35313
IND	DIPLOMA	AUTO BODY REPAIR	TRIDENT	CANC	15332
IND	DIPLOMA	AUTOMOTIVE MECHANICS	TRI-COUNTY	CANC	15330
IND	DIPLOMA	INDUSTRIAL MECHANICS	TRIDENT	CANC	15372
IND	DIPLOMA	MARINE TRADES	TRIDENT	CANC	15406
IND	DIPLOMA	PIPEFITTING	YORK	CANC	15376
IND	DIPLOMA	TAILORING	DENMARK	CANC	15431
IND	DIPLOMA	WELDING	SUMTER	CANC	15308

EMPLOYMENT REVITALIZATION ACT

The Employment Revitalization ACT (ERA), Section 13, states that ''each state agency offering vocational, technical, occupational, or adult basic and adult secondary education program shall include in its annual report at least the following.'' Three of the items listed require a response on effectiveness. They are:

(5) the effectiveness of coordination efforts among education and training entities;
(6) the effectiveness of articulation efforts with other education and training entities;
(7) the effectiveness of the coordination of the training or education program to economic development efforts in each area of the State and the State as a whole:

A survey form was sent to each of the 16 technical college's chief instructional officers regarding ERA activities. Following are the results of this survey:

1. Memoranda of Agreements were executed with 154 secondary institutions (career centers, vocational centers, comprehensive high schools).
2. The chief instructional officers rated the level of effectiveness with this scale: 0 through 4 (1 = not at all effective, 2 = effective, and 4 = very effective).

The mean responses were:
2.9 Effectiveness of coordination efforts among education and training entities.
3.0 Effectiveness of articulation efforts with other education and training entities.
2.9 Effectiveness of the coordination of the training or education program to economic development efforts.

It can be concluded that in the opinion of the chief instructional officers, the ERA efforts in these areas are effective. Written comments by the respondents confirm this conclusion.

PLACEMENT DATA

The following information based on the 1988-89 academic year is submitted for the ERA regarding placement data;

Section 13 (2) Tech Ed Program Completion/Placement Data

1989 degree graduates: 3,870. Of the 3,870, 3,684 (95%) were available for employment or to continue their education. Of those available, 2,545 (69%) were employed in fields for which they were trained and 494 (13%) continued their education. 3,039 (82%) of those available were either employed or were continuing their education.

1989 diploma graduates: 1,023. Of the 1,023,956 (94%) were available for employment or to continue their education. Of those available, 747 (78%) were employed in fields for which they were trained, 67 (7%) continued their education. 814 (85%) of those available were either employed or were continuing their education.

1989 certificate graduates: 1,449. Of the 1,449 graduates, 1,380 (95%) were available for employment or to continue their education. Of those available, 915 (66%) were employed in jobs for which they were trained, 221 (16%) continued their education. Of those available, 1,136 (82%) were either employed or were continuing their education.

Section 13 (3) New Program/Job Needs Assessment:

Two diploma programs and ten degree programs were approved between June 30, 1989 and July 1, 1990:

Level	Program	College	Job Openings for One Year
Diploma	Dental Assisting	Aiken	36
Diploma	Child Develop. Asst.	Sumter	24
Degree	Dental Hygiene	York	20
Degree	Arts/Science	Aiken	N/A
		Denmark	N/A
		Florence-Darlington	N/A
		Horry-Georgetown	N/A
		Orangeburg-Calhoun	N/A
		Piedmont	N/A
		Spartanburg	N/A
		Sumter Area	N/A
		Technical College of the Lowcountry	N/A

Section 13 (4) Program Discontinued:

During the reporting period, there were 149 diploma programs active. Of these, seven (5%) were cancelled. There were 275 degree programs active. Of these eight (3%) were cancelled (see attached). Of the 581 certificate programs reported, colleges indicated that 53 (9%) were to be cancelled.

Section 13 (9) Satisfaction/Earnings:

GRADUATES

There were 6,342 graduates of all programs during the reporting period. Forty-two percent (2,642)* of the graduates were included in a survey in order to determine employer satisfaction with employee performance. Also, salary consideration questions were included in the survey.

Of those surveyed, 1,226 (46%) forms were returned. The following was shown by the survey:

EMPLOYER SATISFACTION

Above average	724 (59%)
Average	452 (37%)
Below average	50 (4%)

EARNINGS

Mean beginning yearly wage: $17,210.00

Beginning yearly salary range: From: $7,000.00
To: $59,200.00**

*The following four colleges did not submit data for this portion of the report: Chesterfield-Marlboro, Denmark, Florence-Darlington and Sumter Area Technical Colleges.

**Reported by York Tech

COOPERATIVE EDUCATION

There were 1,359 students participating in cooperative education during the reporting period. Forty-five percent of these (618) were included in a survey in order to determine employer satisfaction with employee performance. Of the 618 surveyed, 4569 (75%) returned their forms. Also, salary consideration questions were included in the survey.

The following was shown by the survey:

EMPLOYER SATISFACTION

Above average	385	(84%)
Average	67	(15%)
Below average	7	(1%)

EARNINGS

Mean hourly wage: $6.48

Beginning hourly rage: From: $3.50
To: $15.90

ERIC Clearinghouse for
Junior Colleges SEP 27 1991